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ABSTRACT

During the summer of 1976, the Institute conducted a public opinion poll. From a random sample of 1,251 individuals, age 16 and over, 680 persons responded to and returned a 44-item questionnaire about various aspects of postsecondary education in Alabama. The survey results are analyzed from four perspectives: (1) previous national and regional surveys; (2) the survey methodology; (3) responses to each question, compared by race, sex, level of education, age, income, and geographic location of the respondents; and (4) the salient points of Alabama opinion emerging from the responses. Alabamians are found to be very positive about the quality of education in the state's postsecondary institutions. Although many expressed a limited knowledge of specific aspects of higher education, their responses indicate that they view it as a valuable asset to the state; they feel it is important for themselves and their children; and they believe postsecondary education should be one of the top funding priorities of the legislature. Results are analyzed by statistical measures and presented in narrated tabular form. (Author/MSE)

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PSE

SURVEY '76

Alabama
Citizens
on
Post-Secondary Education

By Thomas G. Owings

ALABAMA CITIZENS ON POSTSECONDARY EDUCATION: SURVEY '76

The results of a survey of Alabama citizens concerning public opinions and attitudes about postsecondary education in the state

by

Thomas G. Owings

The Institute of Higher Education Research and Services

The University of Alabama
University, Alabama 35486

February 1977

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FOREWORD

The Institute of Higher Education Research and Services (IHERS) is an agency of The University of Alabama dedicated to the support and development of postsecondary education in Alabama, the Southeast, and the Nation.

As part of its mission, IHERS identifies issues crucial to our society and directs its attention--its personnel and their energies, its money--to these issues.

The careful examination of social and educational issues, analyses of their present form and complexities, review of their consequences for the quality of human life, and presentation of recommendations for solution or amelioration of these issues--these activities are an integral part of the work of the Institute.

Dr. Owings played a major and valuable role in designing and implementing this most significant study. I am pleased to commend this report to you.

Thomas Diener
Director, IHERS

PREFACE

This report presents the results of a survey of public opinions and attitudes concerning postsecondary education in the state of Alabama. The purpose of the survey was to assess, on the basis of a random sample of Alabamians, public attitudes about several areas of postsecondary education, including finance, governance, faculty, teaching, research and service functions, and admission and enrollment procedures. It is hoped that the study will provide relevant research data to educators as well as laymen on an important but relatively uninvestigated area of opinion.

A systematic random sample of 1251 Alabamians age 16 and over was identified as the potential source for the desired information. Of the 1251 individuals contacted by mail, 680 respondents returned usable questionnaires. The response rate was extremely high (54.4%) for this type of questionnaire. The probable error was less than 4% at the 95% confidence level under the assumption that the attitudes of respondents and non-respondents were the same.

In order to provide a clear and comprehensive view of the findings resulting from the survey, this report has been divided into four chapters. Chapter I presents the

background for the study; Chapter II reports the survey procedure employed; chapter III focuses on the analysis of responses; and chapter IV summarizes the results and presents an assessment of the attitudes of the citizens of Alabama and the implications of these attitudes toward higher education in the state.

Thomas G. Owings
February 1977

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While it is almost impossible to list by name all the individuals who provided assistance in planning and preparation of this survey and report, the writer humbly acknowledges with sincere appreciation the contributions of those who offered their time and effort. Special appreciation is extended to the staff of the Institute of Higher Education Research and Services for their cooperation and assistance.

A special thanks goes to Dr. Thomas J. Diener, Director of the Institute of Higher Education Research and Services for his guidance, encouragement and wholehearted support throughout the survey. Appreciation is extended to Institute of Higher Education staff member Mrs. Marilyn Emplaincourt for her editorial assistance. She gave freely of her time and talents throughout the preparation of this report.

Thanks are also extended to Dr. Joseph Brindley, Assistant Director, Junior College Branch, State Department of Education, Alabama, for his valuable advice and technical assistance.

The special guidance and many contributions of Dr. Albert E. Drake, Professor of Statistics, The University of Alabama, are gratefully acknowledged, especially for the many hours devoted to computer operations and data analysis.

Special thanks are due to Mrs. Gail Morgan for her many suggestions and most careful and accurate typing of the manuscript.

Both the survey and report were supported, in part, by funds granted the Institute of Higher Education Research and Services by the Carnegie Corporation of New York. This support is gratefully acknowledged; it does not imply endorsement by the Corporation of the methodology employed, the data presented, or the conclusions reached.

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Chapter I

BACKGROUND FOR THE STUDY

Introduction

For several years the Institute of Higher Education Research and Services (IHERS) at The University of Alabama has had an interest in how Alabama citizens view postsecondary education in the State. Prior to this report, however, IHERS has been able to collect only limited data from three regional studies in which Alabamians gave some indication of their educational views. While data from these surveys did provide timely and important information on a regional basis, there remained an obvious void of research in public opinion on a statewide basis. A review of the literature in the larger national context revealed further that while public attitudes toward education are deemed very important by educators, administrators, and legislators, very little scientific research has been conducted at a local level to determine the opinions of those persons who are directly affected by educational systems and policies.

The striking absence of public opinion research in Alabama prompted the present study, Alabama Citizens on Postsecondary Education: Survey '76. It has few precedents in the nation

and is unique for the state of Alabama.

Purpose

The purpose of the study was to survey scientifically a random sample of 1251 adults in the State of Alabama and thereby to determine their opinions about postsecondary education. The questionnaire administered in the survey was designed to reflect public feeling about several areas of postsecondary education, including finance, governance, faculty, teaching, research and service functions, admissions and enrollment practices, and several miscellaneous areas. In addition, the respondents were asked to answer several demographic data questions. There were a total of 44 questions in the survey instrument (see Appendix A).

Definitions

Since the meanings of many words vary in different contexts, it will be helpful to specify the definitions of the following words which appear throughout the report:

1. Adult: any person 16 years old or over.
2. The sample: those 1251 randomly selected adults to whom questionnaires were mailed.
3. Survey group: the group of 680 persons who returned usable questionnaires.

4. Respondent: one of the persons of the survey group.

5. Survey instrument: questionnaire composed of 44 items which was mailed to the sample.

6. Postsecondary education: any education pursued within an institution above high school, including the following types of institutions: vocational/technical college; junior/community college; four-year/senior college; and graduate/professional school. The term "higher education" will be considered synonymous with "postsecondary education" for the purposes of this report.

Specific definitions are also in order to clarify the meaning of the following demographic terms:

1. Race: personal designation by respondents of their racial or ethnic blood line. The classifications available to each respondent were: White American, Caucasian; Black American, Negro; Native American, American Indian; Spanish Surnamed American, Chicano, Puerto Rican; Oriental American, Asian; and Other (specify).

2. Geographical location: place of residence of the respondent in terms of population density.

Overview of Related Literature

A search for precedents to the survey of Alabama citizens has revealed that although a considerable amount of material has been referenced under such broad headings as surveys, attitudes, postsecondary education, higher education, etc., only a very small number of studies have paralleled the purpose and intent of Alabama Citizens on Postsecondary Education:

Survey '76. For example, the national polling agencies of Louis Harris and George Gallup have conducted widely publicized surveys of public attitudes toward education, but the design and intent of their respective surveys differ from those of the survey of Alabama citizens. The findings of Louis Harris and Associates on public confidence in American higher education have provided only a very general idea of the public view of postsecondary education. Unfortunately, public confidence in postsecondary education has declined from 61% in 1966 to 40% in 1974 ("American," 1974).

Phi Delta Kappan has for the past seven years reported the results of an annual Gallup poll of public attitudes toward education. While the major thrust of these surveys has been to deal with new and emerging problems which confront public school education, the surveys have reported public opinion about elementary and secondary rather than postsecondary education. In a preface to the "Seventh Annual Gallup Poll of Public Attitudes Toward Education," Phi Delta Kappan (1975) states:

> The Gallup education polls are now an established source of reliable information concerning trends in opinion about significant school questions. For school officials, the polls can be valuable in two important ways. They alert decision makers to overall public reaction to a variety of school programs and policies. And they serve as a national benchmark against which local attitudes can be measured. (p. 227)

Neither the Gallup nor Harris surveys, however, have provided detailed information about attitudes toward the funding, quality, importance, and priorities of postsecondary education at either the state or national level.

Generally, most surveys which have been conducted on a state or local level fall into one of the following categories:

(1) Surveys of students or alumni about their current or former institution;

(2) Surveys of the public in terms of what an institution should be like or what course offerings should include;

(3) Community surveys about the role and scope of a particular institution within a community.

In addition, a number of studies have emphasized the manner in which public opinion surveys can be conducted and the relationship which should exist between an educational institution and the local community.

Donald Biggs at the University of Minnesota, Rene Atkinson at Frostburg State College in Maryland, Angus Campbell at the University of Michigan, and their respective colleagues have conducted research during the past twelve years in the area of public opinion and postsecondary education. Their respective studies approximate the purpose if not the scope of the survey of Alabama citizens.

Campbell and Eckerman (1964) conducted a national survey of some 1,350 interviews to appraise public understanding and attitudes toward the value and financing of higher education. Conclusions stemming from the study included:

(1) Public opinion was only partially formed, frequently uninformed, and woefully confused.

(2) Very few people believed that the country would be better off if there were fewer college graduates.

(3) More people believed that a college education has more value to the individual than to society as a whole.

(4) Most felt that a college education was the right of American youth.

(5) The public was prepared for substantial increases in educational expenditures.

(6) A high proportion of parents wanted their children to attend college.

(7) College attendance was clearly associated with economic status.

In 1972, Biggs and Barnhart noted that no substantial investigation of citizens' satisfaction with universities and colleges had been conducted. In an attempt to provide some data in this area they randomly surveyed 254 urban citizens in the Twin Cities (Minneapolis-St. Paul) on their satisfaction with the University of Minnesota. Results

indicated that at that time most of those surveyed were satisfied with the different facets of University life.

In later research, Biggs and Kingston (1975) conducted a mail survey of Minnesota citizens to determine their views of goals and priorities at the University of Minnesota, and to assess their satisfaction with various aspects of the University and their familiarity with it. A sample size of 772 was selected and responses were received from 409 of the 620 citizens of Minnesota who were contacted. Although large numbers of respondents felt inadequately informed to make judgments about the University, the majority of those who did answer reported being satisfied with the University system as a whole and with University faculty and students.

Rene Atkinson, et. al. (1972) found while reviewing the literature since 1965 that even though public opinion is a much talked about topic, it is one that receives very little consideration in terms of actual survey research. They further reported that public opinion literature in general bears titles which belie the content of the material. Their summation of the content of most articles and reports indicated the following areas of concentration:

(1) the way things ought to be;

(2) the way we deal with town-gown relations;

(3) the things to do if you want to study your community;

(4) how to conduct a mail-out questionnaire survey;

While lip service, then, is paid to assessment of image--to finding out what people "really think" about a given institution--very, very few colleges have taken the trouble to really identify and measure public opinion. Hence speculation prevails and institutions respond in perhaps very significant ways to "gut reactions" from very few people.

Although Campbell and Eckerman's study (1964) was based on a survey conducted on a nationwide sample, the items in their questionnaire corresponded more closely to those incorporated in the survey of Alabama citizens than those included in the Atkinson (1972) and Biggs and Kingston (1975) studies. Both of the latter studies limited the scope of public response to opinions about a single postsecondary institution within the respective communities.

The results of the two later studies showed that the public was frequently uninformed or confused about educational policy and issues. In spite of these limitations, however, the respondents indicated satisfaction with postsecondary institutions. The generally positive attitudes of the respondents in the two later studies by Biggs and Kingston (1975)

and Atkinson (1972) contrasted with the national attitudes reflected by the figures released by Louis Harris and Associates on public confidence in higher educational institutions for 1972 (33%); 1973 (44%), and 1974 (40%). Only Campbell and Eckerman's study (1964) approximates the findings of the 1966 Harris Poll which showed 61% of the nation indicating confidence in higher education.

Some of the findings of Campbell and Eckerman's study (1964) are interesting in terms of the light they shed upon public attitudes toward higher education during the 60's.

-Most respondents indicated that they would send their children to college to receive training for a good job after graduation.

-While 44% believed that their state was doing what it should for colleges, Blacks and Catholics were more critical of their state than Whites and Protestants.

-Sixty-one percent were willing to pay a little more in taxes so that young people could go on to college.

-Generally, respondents sixty-five years old and older as well as those forty-five and older with no children under twenty-five favored no expansion in schools or taxes.

-Persons with low income (under $3,000) and low educational attainment favored increased federal aid to colleges and universities.

-Persons with low incomes and low educational attainment were not in favor of raising taxes for education.

- Persons with low incomes and low educational attainment were the strongest supporters of proposals that financial support should come from the state rather than the individual

- College attendance was clearly associated with economic status.

The general supportive attitude of the public toward higher education as measured by Campbell and Eckerman on a local scale and by Harris on a national scale altered during the late sixties and early seventies. The results of the Survey of Alabama Citizens can now in turn provide a close picture of citizen rating of higher education during the mid-seventies.

Chapter II

SURVEY PROCEDURE

Sampling Technique

For purposes of this survey it was determined that a response group of 400 would yield a probable error of 5% or less with 95% confidence. When calculating the sample size, an estimate had to be made which took into consideration such factors as projected percent of non-respondents, returned but unusable questionnaires, and letters returned by the Postal Service because of undeliverable or incorrect addresses. When the above factors were considered, it was determined that a sample of 1200 adults age 16 and over from Alabama's population would yield the necessary 400 usable responses.

Therefore, a systematic random sample of 1251 individuals age 16 and over was selected from a group of residents (the frame) who were believed to represent a cross-section of the population of the state of Alabama. Although the source of the frame was not to be released, appropriate sampling techniques were employed to assure a random and, indeed, representative sample of Alabama's population.

Since the public response rate was much greater than expected (54.4%), the 680 usable replies yielded a probable

error of less than 4% at the 95% level under the limiting assumption that the respondents and non-respondents did not differ in their attitudes toward higher education.

Preliminary structure of the questionnaire and early development of appropriate statistical sampling procedure was begun in October, 1975. During the following months, the questionnaire was refined and sampling procedure was finalized. A deliberate attempt was made to keep the wording of questions as simple as possible.

On April 16, 1976, a late draft of the questionnaire was "field-tested" by about 125 individuals. These individuals represented a broad cross-section of Alabamians by their age, educational level, occupation, sex, race, residence, and income. In addition to answering each question, the pilot survey group made notes about the clarity of instructions, specific questions, wording, and choices of answers. The suggestions made by the pilot survey group were taken into consideration during the preparation of the final questionnaire.

The final questionnaire (see Appendix A) consisted of a total of 44 questions: thirty-seven questions concerning postsecondary education, and an additional seven demographic questions describing the individual completing the survey.

The demographic questions revealed the sex, age, family income, race, educational level, and occupation of the respondents as well as the population of the area in which the respondent lived. An analysis of each question by demographic characteristics is presented in Chapter III.

On May 27, 1976, the Institute mailed an advance notification card (see Appendix B) to each of the 1251 individuals in the survey group. The card notified the prospective respondents that they had been randomly selected from among Alabama's population to answer some questions about their opinions and attitudes regarding postsecondary education. They were informed that within the next few days they would receive a questionnaire which would take a few minutes to complete, and that their participation in the survey would be appreciated.

On May 31, 1976, the questionnaire along with a letter of explanation (see Appendix C) and a stamped return envelope was mailed to the sample of 1251 citizens. The letter of explanation indicated once again that they had been selected to answer some questions about postsecondary education. The letter also stated that the results of the survey would be presented to members of the Alabama Legislature and to other citizens who decided how their

tax dollars were spent. They were encouraged, therefore, not to miss an opportunity to express their point of view.

During the two weeks that followed, a total of 409 or approximately 33% of the questionnaires were completed and returned to the Institute. On June 14, 1976, a second mailing of the questionnaire was sent to those who had not yet responded to the questionnaire. Also enclosed was a second letter of explanation (see Appendix D) and another stamped return envelope.

As a means of accounting for those who had responded, each return envelope had a separate number correlated to a master list of the survey group. As each questionnaire was returned, the corresponding number was checked off the master list.

Questionnaires received after the termination date of July 1, 1976, were not included in analysis. A total of 680 usable questionnaires were received, representing a 54.4% response rate. Of the sample of 1251, fourteen questionnaires (representing 1.1% of the survey group) were returned by the Postal Service for undeliverable or incorrect address. In addition, five questionnaires were mailed back to the Institute that were either incomplete or unanswered and were therefore unusable.

Limitations

The survey was limited to residents of the state of Alabama age 16 and over and to their opinions about postsecondary education. The source from which the sample was selected contained about 82.4% of Alabama's total population age 16 and over. Due to the lack of a more comprehensive source, no attempt was made to survey the remaining 17.6% of the population age 16 and over.

An additional limitation of the study is that no survey of non-respondents was conducted. Therefore, the reader must remember that in order to extrapolate the results of this survey to all Alabamians in the survey group, the assumption must be made that non-respondents were, in fact, like the respondents in attitudes and attributes.*

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*Surveys of non-respondents are theoretically desirable because they allow the researcher to identify any significant differences between responses of respondents and non-respondents. It must be assumed in any survey that the responses of those who do not return usable questionnaires could alter in some way the findings of a study. A study on a survey of non-respondents by Wilkinson (1976) however, revealed that the validity of replies from initial non-respondents may be questionable. Wilkinson's study also reported no conclusive statements about either the procedure or results of non-respondent surveys. The following recommendations made by Wilkinson can still be considered helpful: (1) non-response bias should be measured each year until some consistent differences are found; (2) once a consistent difference is discovered, serious consideration should be given to some method for correcting (i.e., weighting).

One further limitation is the effect, if any, caused by the use of a mail questionnaire rather than some other method of assessing public opinion. No attempt has been made to justify this method as the best method nor to initiate an alternative method of data collection.

Sample Representativeness

In the statewide survey of citizens attitudes concerning higher education in Alabama, a range of demographic data (e.g., race, sex, age, level of education, occupation, income, and geographical location) was collected from each respondent. The total number of respondents in each demographic category was summed and their percentage distributions (the percentage of the total sample that was represented in each category) was calculated. In order to check the representativeness of the survey group, these percentage distributions were then compared to percentages calculated from data presented in the 1970 census of population for Alabama covering sex, age, race, and residence (U.S. Department of Commerce, 1971) as well as income, occupation, and educational attainment (U.S. Department of Commerce, 1972). Differences larger than three percent (3%) were considered to be significant at the ten percent level ($P < .10$); that is, differences larger than three percent in any one category would likely be attributable to

something other than random sampling error. Such variations may be attributable to (1) differences between persons who respond to questionnaires and persons who do not respond; (2) differences in the frame being sampled and the whole population; (3) changes in the population since the 1970 census; or (4) a combination of these factors. While it is realized that the 1970 Census figures are somewhat dated, they provide comparable categories and give some indication of the actual demographic make-up of the state. The income classes used in the 1976 survey have been deflated by the Consumer Price Index to make them comparable to the 1969 dollar incomes reported in the 1970 Census. The comparative data follow.

Sex

In 1970, the total population in Alabama for persons 16 years old and over was 2,350,395. Of those, males comprised 47.0%, females 53.0%. Of the 680 survey respondents (all of whom were 16 years old or over) 49.6% were males, 50.4% were females. These differences are well within the range of sampling variation.

	1970 Census	1976 Survey
Males, 16 years +	47.0%	49.6%
Females, 16 years +	53.0%	50.4%

Age

The following age groups were classed in such a manner as to be comparable to the census age groups. The one category that was underrepresented was the 60 years old and over group where the difference is nearly twice the allowable range for sampling variation.

	1970 Census	1976 Survey
16-24 years	23.1%	25.9%
25-39 years	25.3%	27.0%
40-59 years	31.4%	32.5%
60+ years	20.2%	14.6%

Family Income

Following are the 1969 income ranges used in the 1970 census of population for Alabama. The family income ranges used in the 1976 survey and the 1976 income ranges are deflated by the Consumer Price Index to 1969 dollars. The two category listings are approximately comparable. The percentages given in the Census for 1969 family income ranges showed that the lower income group may be slightly underrepresented.

1970 Census		1976 Income (1976 Income Deflated to 1969 Dollars)	
Less than $3,000	18.5%	Less than $5,000 ($3,406)	15.4%
$3,000-6,999	29.5%	$5,000-9,999 ($3,407-6,811)	22.8%
$7,000-9,999	20.8%	$10,000-14,000 ($6,812-10,211)	24.9%
$10,000 or more	31.2%	$15,000+ ($10,212+)	36.9%

Race

For purposes of analysis here, race refers to the division

of the population into White, Black and Other. Here, "other" includes American Indian and Oriental American or Asian.

	1970 Census	1976 Survey
White	76.2%	84.1%
Black	23.5%	13.7%
Other	0.3%	2.2%

The data suggest that Blacks were underrepresented in the sample population by about nine and one-half percent and Whites overrepresented by about seven percent.

Educational Attainment

Educational attainment refers to the highest grade of schooling completed. Included in the high school division of 9-12 years are high school graduates and those persons completing the General Equivalency Development Test (G.E.D.).

	1970 Census	1976 Survey
0-8 years	33.7%	9.3%
9-12 years	51.1%	48.3%
1-3 years college	7.9%	28.4%
4 or more years of college	7.3%	14.0%

These data suggested that the survey population was underrepresented in the 0-8 years educational group by about twenty-seven percent and overrepresented in the college group by about twenty-five percent.

Residence

Urban or rural residence was determined by the population of the respondents' present residence. Localities with greater than 2,500 persons were considered as urban; those with less

than 2,500 were classified as rural. This demarcation approximates that used by the Bureau of the Census.

	1970 Census	1976 Survey
Urban	58.0%	77.0%
Rural	42.0%	23.0%

This comparison shows that the rural group was underrepresented and the urban group overrepresented in the sample by about eighteen percent.

Occupation

The occupation classification scheme employed was taken from the 1970 Census. In addition to categories given in the census, the 1976 Survey included as separate groups, housewives, students, and retired persons. Those persons not employed were to check unemployed.

	1970 Census	1976 Survey
Professional, technical, or kindred workers	11.8%	20.8%
Manager or administrator	7.5%	7.4%
Sales worker	6.2%	33.7%
Clerical or similar worker	13.3%	7.1%
Craftsman or similar worker	14.3%	6.1%
Operative or similar worker	20.1%	5.5%
Laborer (non-farm)	5.7%	6.2%
Farmer or Farm Manager	1.6%	1.0%
Farm Laborer or Farm foreman	1.4%	0.3%
Service worker, including private household worker	12.5%	2.5%
Housewife		16.8%
Student (full-time)		9.6%
Retired		8.9%
Unemployed		3.5%
Other	4.4%	.6%

The occupation categories are not quite as comparable as the other categories used because of the survey's additional breakdown of groups into housewives, students, and retired persons. The differences in the percent of respondents in the two classifications could very well be traced to these additional groups. No clear inference on representativeness or lack of representativeness is indicated.

Implications of Underrepresentation in Sample

An underrepresentation of three percent (3.0%) or less of any one group is considered to be within the range of random sampling variation for the size of sample (n=680) used. Under representation of more than three percent is considered to be caused by either a proportionally larger number of non-respondents in this category, by a specific shortage in the original frame (from which the sample was taken), by changes in the census since 1970, or by a combination of these possibilities.

The effect of underrepresentation of any group can be estimated from use of the census data and the demographics of the sample under the assumption that the answers of the respondents are representative of their group. The procedure and the effect are illustrated in Appendix E with the use of Blacks, who are underrepresented by ten percent in the sample

(sample has 13.7% while the census reports 23.5% in 1970).

The calculations illustrated in Appendix E for the example cited show that the underrepresentation of Blacks by ten percent in the sample results in a net effect of 1.8% in overall response percentages. Hence, the net effect is to overstate some cases slightly and to understate other cases slightly.

Chapter III

ANALYSIS OF RESPONSE

Introduction

In this chapter each question from the survey instrument (Appendix A) will be analyzed first by general totals and then according to cross tabulations by the seven demographic characteristics. The chart number will correspond with the appropriate question number.

For purposes of analysis in several of the questions, similar answers were collapsed into one category in order to simplify cross-tabulation analysis. For example, in Charts 1-8, the answers "not important" and "of little importance" were collapsed into one category, as were the answers "fairly important" and "very important." In charts where answers were reduced to related categories the overall percentages were given for each answer to the question and combined categories are clearly marked at the top of each chart.

In the narrative analysis following each chart, the key demographic indicator (i.e., age, race, sex, geographical location, level of education, income, and occupation) has been underlined to assist the reader in locating within the narrative that section dealing with analysis of each demographic characteristic.

Because of the small number of respondents under categorical heading of race for Indians (14 respondents) and Orientals (1 respondent), percentages for these two groups appear quite high or low when compared to percentages for Whites or Blacks. Therefore, the percentages for Orientals and Indians in some cross tabulations will appear to be significant when in fact the two groups represent only 15 of the 680 respondents or about 2.2% and are not significant. Because of the lower frequency of Indians and Orientals, analysis of these two groups was made only in selected charts in this section even though, in some cases, there was great variation in the percentages.

Probability

These data were taken as a random sample of elements from a frame and as such are subject to sampling errors in the estimates. Under the assumption that the nonrespondents would have responded to the questions in the same way as those who did respond, the maximum sample error in the overall percentage values was calculated to be less than four percent ($< 4\%$) at the ninety-five percent (95%) confidence level (n=680); that is, it is most unlikely that the total population percentages would differ from the sample estimates by four percent or more ($> 4\%$).

The precision in the categories within each classification is dependent upon the number of respondents in any one category. For example, there were 93 Black respondents. Estimates of the percent distribution of Blacks by any one question were calculated to have a maximum error of about ten percent (10%) at the ninety-five percent (95%) confidence level. Conversely, there were 572 White respondents and the estimate of maximum error in the percent distribution by this group was computed to be close to four percent (4%) at the ninety-five percent confidence level. Other categories within each classification will have different numbers and will require separate computations to ascertain the maximum error in the estimates.

The probabilities cited in the tables were computed by using the chi-square test for independence. The above cited sample sizes were considered in these tests. The interpretation of the probabilities was under the assumption that the differences in percentage distribution between the several categories within that classification was due to chance sampling variation. A very small probability value would therefore imply the percent distributions were not due to chance variation but were attributable to real differences in the categories by classification. A probability of .05 or smaller was considered to be significant in the discussion that follows. A probability between .05 and .10 was considered

to be of questionable significance A probability greater than .10 was not considered to be significant. These choices were adopted for sake of discussion and analysis. The reader may adopt different rules, if he chooses, to aid in analysis of results.

Analysis of Chart 1

More than a three-to-one majority of those surveyed (76.7%) thought a college education was either fairly important or very important to them personally. This belief was consistent regardless of age or geographical location of respondent. However, in breakdown by sex, a higher percentage of males (80.5%) than females (73.0%) felt a college education was important for themselves.

In breakdown by race, Blacks gave greater support for the importance of an education (90.3%) than did Whites (74.6%), although the support was excellent for both groups.

In breakdown by income, the highest income group ($15,000 and above) and the lowest income group (under $5,000) believed a college education was more important to them personally (82.1% and 77.2% respectively) than did the two middle income groups (72.5% for the $5,000-9,999 group and 74.1% for the $10,000-14,999 group).

As an individual's level of education increased, the more convinced the respondent was of the importance of a college education. Percentage breakdown for those who thought a college education was fairly important or very important showed an increase from 54.0% for the least educated to 97.9% for those with the highest levels of education.

Even though the majority of respondents of all occupations were convinced a college education was important for them, there was variation in degree of importance. Level of importance ranged from highs with the student group (92.3%) and the professional groups (90.1%) to lows of 64.9% in the housewife group and 58.8% in the laborer-farmer group.

CHART 1

CROSS TABULATIONS OF QUESTION #1

"HOW IMPORTANT DO YOU THINK A COLLEGE EDUCATION IS FOR YOURSELF?"

1.	not important	8.6%	20.5%
2.	of little importance	11.9%	
3.	fairly important	22.6%	76.7%
4.	very important	54.1%	
5.	no opinion	2.8%	

	Combined Categories of			
	not important/of little importance (percent)	fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	20.5	76.7	2.8	
Sex				
Male	16.5	80.5	3.0	
Female	24.3	73.0	2.6	.0401
Age				
under 25	17.0	80.7	2.3	
25-39	20.9	76.9	2.2	
40-59	20.9	76.4	2.7	
60 and over	24.2	70.7	5.1	.5741
Income				
under $5,000	14.9	77.2	7.9	
$5,000-9,999	25.5	72.5	2.0	
$10,000-14,999	24.1	74.1	1.9	
$15,000 and above	16.7	82.1	1.3	.0020
Race				
White	22.8	74.6	2.6	
Black	6.5	90.3	3.2	
Indian	21.4	71.4	7.1	
Oriental	0.0	100.0	0.0	.0251
Education				
0-8 years	38.1	54.0	7.9	
9-12 years	27.4	68.5	4.2	
H.S. or G.E.D.	30.6	66.9	2.5	
Some college	10.4	88.5	1.0	
B.S. or more	1.1	97.9	1.1	< .0001
Location				
under 2,500	27.5	68.6	3.9	
2,500-9,999	20.3	76.9	2.8	
10,000-49,999	19.1	76.9	4.0	
50,000 and above	16.4	82.6	1.0	.0795
Occupation				
Professional	9.2	90.1	0.7	
Managers	14.3	81.6	4.1	
Sales/clerk/service	23.3	76.7	0.0	
Crafts/operator	27.3	71.4	1.3	
Laborer/farmer	35.3	58.8	5.9	
Housewife	29.8	64.9	5.3	
Student	6.2	92.3	1.5	
Unemployed	8.3	83.3	8.3	
Retired	26.7	68.3	5.0	
Other	25.0	75.0	0.0	< .0001

Analysis of Chart 2

While 76.7% of the respondents felt that a college education was important for them personally (Chart 1), an even larger percentage (92.5%) felt that it was important for their children. A positive opinion about the importance of a college education for one's children was consistent by race, sex, and geographical location of the respondent.

Some inconsistency in opinion was apparent, however, when responses were grouped according to age. More middle aged respondents (i.e., 25-39, 95.6%; 40-59, 94.9%) believed a college education to be important for their children than did either the younger (less than 25, 88.6%) or older (60 years old and older, 88.9%) age groups.

Inconsistency in opinion was also observed when responses were grouped according to the income of the respondents. Although a majority (88.1%) of the respondents in the lowest income category (less than $5,000 annually) felt a college education to be important for their children, they were surpassed in percentages by those in higher income groups. More than 95% of the respondents with annual incomes of $10,000-14,999 and more than 94% of those with incomes of $15,000 or more believed a college education for their children was fairly important or very important. More than 90% (91.2%)

of the respondents in the other income category ($5,000-9,999) had positive opinions about a college education for their children.

Grouping of responses by occupation of the respondents showed that more professionals (96.4%), sales/clerk/service personnel (95.6%), crafts/operators (97.4%) and housewives (95.6%) valued a college education for their children than did managers (87.8%), laborer/farmer (86.3%), students (87.7%) and retired persons (85%).

Although all groups believed to a great extent that a college education was important for their children, responses grouped by level of education revealed that a smaller percentage of respondents (84.1%) with the lowest educational level (0-8 years) believed in the importance of a college education than did those with all other educational levels. The highest percent (98.9%) of positive responses came from the group with the highest level of education (B. S. or more). So while all groups supported a college education for their children, the degree of support by a given group generally increased as the educational level of the group increased.

CHART 2

CROSS TABULATIONS OF QUESTION #2

"HOW IMPORTANT DO YOU THINK A COLLEGE EDUCATION IS FOR YOUR CHILDREN?"

1.	not important	1.5% >	3.6%
2.	of little importance	2.1%	
3.	fairly important	17.6% >	92.5%
4.	very important	74.9%	
5.	no opinion	4.0%	

	Combined Categories of			
	not important/of little importance (percent)	fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	3.6	92.5	4.0	
Sex				
Male	2.7	93.4	3.9	
Female	4.4	91.4	4.1	.4608
Age				
under 25	2.8	88.6	8.5	
25-39	1.6	95.6	2.7	
40-59	3.7	94.9	1.4	
60 and over	7.1	88.9	4.0	.0028
Income				
under $5,000	4.0	88.1	7.9	
$5,000-9,999	5.4	91.2	3.4	
$10,000-14,999	3.7	95.1	1.2	
$15,000 and above	1.7	94.6	3.8	.0613
Race				
White	3.9	92.1	4.0	
Black	0.0	96.7	3.3	
Indian	14.3	78.6	7.1	
Oriental	0.0	100.0	0.0	.1730
Education				
0-8 years	9.5	84.1	6.3	
9-12 years	3.6	92.3	4.2	
H.S. or G.E.D.	5.7	88.6	5.7	
Some college	1.6	95.2	3.2	
B.S. or more	0.0	98.9	1.1	.0126
Location				
under 2,500	5.9	91.4	2.6	
2,500-9,999	2.1	95.8	2.1	
10,000-49,999	3.4	90.2	6.3	
50,000 and above	3.1	92.7	4.1	.2378
Occupation				
Professional	2.1	96.4	1.4	
Managers	8.2	87.8	4.1	
Sales/clerk/service	2.2	95.6	2.2	
Crafts/operative	1.3	97.4	1.3	
Laborer/farmer	9.8	86.3	3.9	
Housewife	2.7	95.6	1.8	
Student	0.0	87.7	12.3	
Unemployed	8.3	79.2	12.5	
Retired	6.7	85.0	8.3	
Other	0.0	100.0	0.0	.0008

Analysis of Chart 3

More than four out of every five persons surveyed (86.0%) believed that a college education was either fairly important or very important for earning a decent salary. There were no significant differences in opinion whether responses were classified by sex, income, race, level of education, or geographical location of the respondents.

When responses were classified by occupations however, slight inconsistencies were observed. The percentages ranged from 90.0% for sales/clerk/service workers to 75% for retired and unemployed persons with other occupations in the high 80%s.

Even though all groups believed in the importance of a college education in earning a decent salary, the only other breakdown where a lack of agreement on the importance appeared was age. More than 87% (87.4%) of those between the ages of 25 and 39 and more than 90% (91.4%) between the ages of 40 and 59 believed a college education was more important than the older group, 60 and over and the younger group (under 25) (79.8% and 81.3% respectively).

CHART 3

CROSS TABULATIONS OF QUESTION #3

"HOW IMPORTANT DO YOU THINK A COLLEGE DEGREE IS IN ORDER TO EARN A DECENT SALARY?"

1.	not important	4.0%	> 12.1%
2.	of little importance	8.1%	
3.	fairly important	38.9%	> 86.0%
4.	very important	47.1%	
5.	no opinion	1.9%	

	Combined Categories of			
	not important/of little importance (percent)	fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	12.1	86.0	1.9	
Sex				
Male	12.8	85.4	1.8	
Female	11.5	86.5	2.1	.8467
Age				
under 25	15.9	81.3	2.8	
25-39	12.1	87.4	.5	
40-59	8.1	91.4	.5	
60 and over	14.1	79.8	6.1	.0019
Income				
under $5,000	9.9	85.1	5.0	
$5,000-9,999	12.8	85.8	1.4	
$10,000-14,999	12.9	87.1	0.0	
$15,000 and above	10.8	87.6	1.7	.1198
Race				
White	13.3	85.0	1.7	
Black	3.3	93.5	3.3	
Indian	21.4	78.6	0.0	
Oriental	0.0	100.0	0.0	.1346
Education				
0-8 years	15.9	79.4	4.8	
9-12 years	14.3	83.9	1.8	
H.S. or G.E.D.	13.9	84.2	1.9	
Some college	9.4	90.1	.5	
B.S. or more	8.4	88.4	3.2	.2412
Location				
under 2,500	12.4	86.3	1.3	
2,500-9,999	12.6	84.6	2.8	
10,000-49,999	9.8	88.4	1.7	
50,000 and above	13.3	85.2	1.5	.8959
Occupation				
Professional	9.9	87.9	2.1	
Managers	12.0	88.0	0.0	
Sales/clerk/service	10.0	90.0	0.0	
Crafts/operative	14.3	84.4	1.3	
Laborer/farmer	11.8	88.2	0.0	
Housewife	11.4	87.7	.9	
Student	12.3	86.2	1.5	
Unemployed	16.7	75.0	8.3	
Retired	16.7	75.0	8.3	
Other	25.0	75.0	0.0	.0720

Analysis of Chart 4

Respondents to the survey believed overwhelmingly (83.3%) in the importance of high school grades in permitting a person to go to college. This belief was consistently expressed by respondents regardless of their sex, race, geographical location and occupation.

Slight differences of opinion were evident when responses were grouped by level of education. In the group with 9-12 years of education, 86.9% and of those who completed a high school education, 86.2% felt that high school grades should be fairly important or very important in admitting a person to college. Just slightly over 80% of the respondents in all other groups felt high school grades were important for college admission.

In breakdown by age, the two older age groups (40-59, 88.2%; 60 and over, 88.9%) rated high school grades slightly more important for college admission than did the two younger groups (18-24, 79.0%; 25-39, 80.3%).

When responses were classified according to income, slight degrees of differences of opinion were noted. As income increased so did the belief that high school grades should be an important consideration in allowing a person to go to college. The range was from 76.2% in the under $5,000 income level steadily increasing to 88.8% for the $15,000 and over income group.

CHART 4

CROSS TABULATIONS OF QUESTION #4

"HOW IMPORTANT DO YOU THINK HIGH SCHOOL GRADES SHOULD BE CONSIDERED IN ALLOWING A PERSON TO GO TO COLLEGE?"

1.	not important	4.0%	> 14.9%
2.	of little importance	10.9%	
3.	fairly important	40.4%	> 83.8%
4.	very important	43.4%	
5.	no opinion	1.3%	

	Combined Categories of			
	not important/of little importance (percent)	fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	14.9	83.8	1.3	
Sex				
Male	16.7	82.1	1.2	
Female	13.2	85.3	1.5	.4341
Age				
under 25	19.9	79.0	1.1	
25-39	18.6	80.3	1.1	
40-59	10.9	88.2	.9	
60 and over	8.1	88.9	3.0	.0265
Income				
under $5,000	21.8	76.2	2.0	
$5,000-9,999	19.5	79.2	1.3	
$10,000-14,999	14.1	84.0	1.8	
$15,000 and above	10.8	88.8	.4	.0644
Race				
White	15.4	83.4	1.2	
Black	11.8	86.0	2.2	
Indian	7.1	92.9	0.0	
Oriental	100.0	0.0	0.0	.2466
Education				
0-8 years	12.7	82.5	4.8	
9-12 years	11.3	86.9	1.8	
H.S. or G.E.D.	13.2	86.2	.6	
Some college	18.2	81.3	.5	
B.S. or more	18.9	81.1	.0	.0680
Location				
under 2,500	14.4	84.3	1.3	
2,500-9,999	11.9	87.4	.7	
10,000-49,999	14.9	83.3	1.7	
50,000 and above	17.9	81.1	1.0	.7845
Occupation				
Professional	17.0	82.3	.7	
Managers	16.0	84.0	.0	
Sales/clerk/service	15.6	84.4	.0	
Crafts/operative	7.7	89.7	2.6	
Laborer/farmer	15.7	84.3	0.0	
Housewife	12.3	85.1	2.6	
Student	24.6	75.4	0.0	
Unemployed	25.0	70.8	4.2	
Retired	8.3	88.3	3.3	
Other	0.0	100.0	0.0	.1900

Analysis of Chart 5

There was almost complete unanimity (86.9%) of support for the federal government spending federal tax dollars on public colleges and universities in Alabama. The importance of federal aid was supported to the same extent by each category of respondents within the classifications sex, race, and geographical location.

When responses were classified by occupation however, some slight differences in levels of support were apparent. Sales/clerk/service personnel (92.2%) and unemployed persons (91.7%) were more supportive than retired persons (74.6%). Respondents of all other occupational categories clustered near the average (87.0%).

In breakdown by age, the indication was that after respondents passed early middle age (25-39 years) support for federal aid to higher education declined (25-39, 94.5%; 40-59, 84.2%; 60 years or older, 74.5%).

Slight degrees of differences in opinion were observable for responses classified according to the income of the respondents. The highest percentage of respondents favoring federal support to higher education in Alabama was noted in the $10,000-14,999 income group (92.6%). The remaining three income groups expressed about the same level of opinion (less

than $5,000, 86.0%; $5,000-9,999, 86.6%; more than $14,999, 85.5%).

In classification of responses by level of education all groups were highly supportive of spending federal tax dollars on public colleges and universities in Alabama. Levels of support ranged from a high of 89.6% (some college) to a low of 71.0% (0-8 years).

CHART 5

CROSS TABULATIONS OF QUESTION #5

"HOW IMPORTANT DO YOU THINK IT IS FOR THE FEDERAL GOVERNMENT TO SPEND FEDERAL TAX DOLLARS ON PUBLIC COLLEGES AND UNIVERSITIES IN ALABAMA?"

1.	not important	5.3%	7.8%
2.	of little importance	2.5%	
3.	fairly important	18.9%	86.9%
4.	very important	68.0%	
5.	no opinion	5.3%	

	Combined Categories of			
	not important/of little importance (percent)	fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	7.8	86.9	5.3	
Sex				
Male	9.2	84.5	6.3	
Female	6.5	89.1	4.4	.2102
Age				
under 25	3.4	89.8	6.8	
25-39	3.3	94.5	2.2	
40-59	11.3	84.2	4.5	
60 and over	15.3	74.5	10.2	<.0001
Income				
under $5,000	4.0	86.0	10.0	
$5,000-9,999	9.4	86.6	4.0	
$10,000-14,999	3.7	92.6	3.7	
$15,000 and above	10.0	85.5	4.6	.0284
Race				
White	8.8	86.2	5.1	
Black	2.2	92.5	5.4	
Indian	7.1	78.6	14.3	
Oriental	.0	100.0	.0	.2943
Education				
0-8 years	17.7	71.0	11.3	
9-12 years	5.4	87.5	7.1	
H.S. or G.E.D.	6.9	89.3	3.8	
Some college	6.3	89.6	4.2	
B.S. or more	10.5	86.3	3.2	.0101
Location				
under 2,500	8.6	86.2	5.3	
2,500-9,999	6.3	88.8	4.9	
10,000-49,999	6.9	85.6	7.5	
50,000 and above	9.7	87.8	2.6	.4012
Occupation				
Professional	7.8	88.7	3.5	
Managers	14.0	86.0	0.0	
Sales/clerk/service	3.3	92.2	4.4	
Crafts/operative	7.7	88.5	3.8	
Laborer/farmer	11.8	86.3	2.0	
Housewife	6.1	85.1	8.8	
Student	4.6	86.2	9.2	
Unemployed	.0	91.7	8.3	
Retired	16.9	74.6	8.5	
Other	.0	100.0	.0	.0586

Analysis of Chart 6

Respondents showed overwhelming support (83.0%) for yearly cost-of-living pay raises for college teachers. Although this support was consistent by sex, race, and geographical location, there was some variation in attitude by age. The older group (60 years and older) did not believe cost-of-living pay raises were as important (73.5%) as did younger and middle age groups (under 25, 83.5%; 25-39, 86.2%; 40-59, 84.1%). Still, nearly three out of four respondents 60 years and older supported yearly cost-of-living pay raises for college teachers.

Inconsistencies in attitudes were noted in breakdowns by income, level of education, and occupation. Support for yearly cost-of-living pay raises increased as income increased (76.2% for under $5,000; 81.1% for $5,000-9,999; 85.7% for $10,000-14,999; and 87.1% for $15,000 and over group). Except for the respondents with 9-12 years of education (82.1%) support also increased as respondents' level of education increased (74.6% for 0-8 years; 77.8% for high school diploma or G.E.D.; 86.9% for some college; and 90.3% for bachelor's degree or more).[bb]

Although respondents in all occupations believed that cost-of-living pay increases were important, there was considerable variation in the intensity of the belief. The group with the

largest percentage supporting cost-of-living pay increases was the professional group (90.6%) and the lowest percentages came from the laborer/farmer (68.6%) and the unemployed (66.7%) with most occupational groups in between (mid 80%).

CHART 6

CROSS TABULATIONS OF QUESTION #6

"HOW IMPORTANT DO YOU THINK IT IS FOR COLLEGE TEACHERS TO RECEIVE YEARLY COST-OF-LIVING PAY RAISES?"

1.	not important	4.1%	> 9.0%
2.	of little importance	4.9%	
3.	fairly important	30.5%	>83.0%
4.	very important	52.5%	
5.	no opinion	8.0%	

	Combined Categories of not important/of little importance (percent)	Combined Categories of fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	9.0	83.0	8.0	
Sex				
Male	9.6	83.6	6.9	
Female	8.0	82.8	9.2	.4503
Age				
under 25	6.3	83.5	10.2	
25-39	9.4	86.2	4.4	
40-59	9.1	84.1	6.8	
60 and over	13.3	73.5	13.3	.0502
Income				
under $5,000	6.9	76.2	16.8	
$5,000-9,999	12.2	81.1	6.8	
$10,000-14,999	8.7	85.7	5.6	
$15,000 and above	7.1	87.1	5.8	.0076
Race				
White	8.8	84.2	7.0	
Black	8.6	77.4	14.0	
Indian	21.4	71.4	7.1	
Oriental	0.0	100.0	0.0	.2284
Education				
0-8 years	11.1	74.6	14.3	
9-12 years	8.9	82.1	8.9	
H.S. or G.E.D.	12.0	77.8	10.1	
Some college	5.8	86.9	7.3	
B.S. or more	9.7	90.3	0.0	.0222
Location				
under 2,500	5.9	83.7	10.5	
2,500-9,999	7.7	82.5	9.8	
10,000-49,999	9.3	83.7	7.0	
50,000 and above	11.3	83.6	5.1	.3072
Occupation				
Professional	5.0	90.6	4.3	
Managers	12.2	83.7	4.1	
Sales/clerk/service	9.0	84.3	6.7	
Crafts/operative	14.1	82.1	3.8	
Laborer/farmer	9.8	68.6	21.6	
Housewife	7.9	84.2	7.9	
Student	6.2	86.2	7.7	
Unemployed	16.7	66.7	16.7	
Retired	11.7	76.7	11.7	
Other	0.0	75.0	25.0	.0150

Analysis of Chart 7

Responses to this item showed considerable support (77.2%) for freedom of college teachers to express their views. There was uniformity of opinion about academic freedom by sex and geographical location of respondents. There was some inconsistency of agreement in divisions by level of education. The intensity of support increased with the respondents' level of education to the bachelors degree (72.6% for 0-8; 77.2% for 9-12; 77.8% for H.S. or G.E.D. and 81.2% for some college) at which point support dropped to its lowest point (71.3%) for those with a B.S. degree or more.

Greater ranges of attitudes were found in breakdowns by age, income, race, and occupation. For example, belief in academic freedom decreased as the age of the respondent increased. Greatest support for academic freedom was shown by the under twenty-five age group (82.9%) with a steady decline to the least support by the sixty and older group (65.9%).

Respondents showed greater support for the concept of academic freedom as their income increased. Seventy-five percent of the respondents with incomes under $5,000 and 78.7% with incomes of $15,000 and above supported the concept. Respondents with incomes less than $5,000 also composed the largest group (15.0%) which had no opinion.

By race it was seen that more Blacks (83.9%) than Whites (76.4%) or Indians (71.4%) supported the idea of free expression by college teachers.

A breakdown by occupation showed a considerable variety in the degree of support. The greatest support came from students (85.9%) and crafts/operators (84.4%) and the least support came from the unemployed (62.5%) and retired (66.7%) groups.

CHART 7

CROSS TABULATIONS OF QUESTION #7

"HOW IMPORTANT DO YOU THINK IT IS FOR COLLEGE TEACHERS TO BE FREE TO EXPRESS THEIR VIEWS WHETHER YOU AGREE WITH THEM OR NOT?"

1.	not important	6.5%	> 15.4%
2.	of little importance	8.9%	
3.	fairly important	23.4%	> 77.2%
4.	very important	53.8%	
5.	no opinion	7.4%	

	Combined Categories of			
	not important/of little importance (percent)	fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	15.4	77.2	7.4	
Sex				
Male	18.0	74.9	7.2	
Female	13.0	79.3	7.7	.2077
Age				
under 25	9.1	82.9	8.0	
25-39	15.4	78.0	6.6	
40-59	17.2	76.9	5.9	
60 and over	22.9	65.6	11.5	.0309
Income				
under $5,000	10.0	75.0	15.0	
$5,000-9,999	13.4	79.2	7.4	
$10,000-14,999	16.7	77.8	5.6	
$15,000 and above	17.6	78.7	3.8	.0094
Race				
White	17.1	76.4	6.5	
Black	6.5	83.9	9.7	
Indian	0.0	71.4	28.6	
Oriental	100.0	0.0	0.0	.0005
Education				
0-8 years	16.1	72.6	11.3	
9-12 years	12.0	77.2	10.8	
H.S. or G.E.D.	14.6	77.8	7.6	
Some college	15.2	81.2	3.7	
B.S. or more	23.4	71.3	5.3	.0729
Location				
under 2,500	17.1	77.0	5.9	
2,500-9,999	14.0	77.6	8.4	
10,000-49,999	16.3	76.2	7.6	
50,000 and above	14.9	78.9	6.2	.9548
Occupation				
Professional	21.6	73.4	5.0	
Managers	20.0	78.0	2.0	
Sales/clerk/service	16.7	82.2	1.1	
Crafts/operative	9.1	84.4	6.5	
Laborer/farmer	21.6	70.6	7.8	
Housewife	10.6	79.6	9.7	
Student	9.4	85.9	4.7	
Unemployed	12.5	62.5	25.0	
Retired	15.0	66.7	18.3	
Other	0.0	75.0	25.0	.0003

Analysis of Chart 8

Colleges and universities in Alabama generally consider it their responsibility to provide services to the community in which they are located. The offering of non-credit, no-cost or low-cost courses is one type of service provided by many postsecondary institutions in the state. Over two-thirds (69.0%) of the respondents viewed non-credit no-cost or low-cost courses as a legitimate service of postsecondary institutions. There was, however, wide diversity in support by almost all classifications and groupings of respondents. Only within age classifications were there no significant differences in opinion of those who supported services of this type. Still, there was a downward trend in support as the age of respondents increased (less than 25, 75%; 25-39, 69.2%; 40-59, 67%; and 60 or older, 63.3%).

Opinions varied within groups in breakdowns according to sex, income, race, education, geographical location, and occupation of respondents. According to sex, more females (74.5%) than males (63.9%) believed that non-credit courses should be available. More than 70% of the respondents in all income categories except for those with incomes of $15,000 or more felt that non-credit courses were an important service of Alabama colleges and universities (less than $5,000, 74.3%;

$5,000-9,999, 70.9%; $10,000-14,999, 77.2%). More than half (59.7%) of the respondents in the highest income category also felt that this service was important.

Classification by race revealed that more Blacks (77.4%) than Whites (67.7%) or Indians (64.3%) supported the availability of non-credit courses. Grouping of respondents by level of education indicated that greatest support for non-credit courses came from those with less than a high school education or equivalent (0-8 years, 72.6%; 9-12 years, 73.5%). In general, as the level of education of respondents increased, support for non-credit courses decreased (H.S. or G.E.D., 66.7%; some college, 68.8%; B.S. or more, 62.4%) although support was substantial in all educational groupings.

Breakdown by geographical location showed the greatest support coming from respondents in rural areas, small towns, and large cities (less than 2,500, 73.7%; 2,500-9,999, 72.7%; 50,000 and greater, 69.9%). Less support was indicated by respondents in medium-sized communities (10,000-49,999, 61.4%).

A final classification of respondents by occupation groups revealed that while support came from all respondents, more housewives (79.6%) and sales/clerk/service personnel (75.3%) than laborers/farmers (66.0%) and managers (63.3%) felt non-credit courses were an important service. Retired respondents (55.0%) were the least supportive within this classification.

CHART 8

CROSS TABULATIONS OF QUESTION #8

"HOW IMPORTANT DO YOU THINK IT IS FOR COLLEGES AND UNIVERSITIES TO OFFER NON-CREDIT COURSES SUCH AS CRAFTS, COOKING, LANDSCAPING, ETC., ON A NO-CHARGE OR SMALL COST BASIS AS A SERVICE?"

1.	not important	12.0%	> 26.1%
2.	of little importance	14.1%	
3.	fairly important	28.7%	> 69.0%
4.	very important	40.3%	
5.	no opinion	4.9%	

	Combined Categories of			
	not important/of little importance (percent)	fairly important/ very important (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	26.1	69.0	4.9	
Sex				
Male	31.9	63.9	4.2	
Female	19.9	74.5	5.6	.0016
Age				
under 25	19.9	75.0	5.1	
25-39	27.5	69.2	3.3	
40-59	28.9	67.0	4.1	
60 and over	27.6	63.3	9.2	.1288
Income				
under $5,000	13.9	74.3	11.9	
$5,000-9,999	25.7	70.9	3.4	
$10,000-14,999	21.0	77.2	1.9	
$15,000 and above	36.1	59.7	4.2	<.0001
Race				
White	28.4	67.7	3.9	
Black	11.8	77.4	10.8	
Indian	28.6	64.3	7.1	
Oriental	0.0	100.0	0.0	.0065
Education				
0-8 years	14.5	72.6	12.9	
9-12 years	19.9	73.5	6.6	
H.S. or G.E.D.	28.3	66.7	5.0	
Some college	28.6	68.8	2.6	
B.S. or more	36.6	62.4	1.1	.0013
Location				
under 2,500	23.0	73.7	3.3	
2,500-9,999	19.6	72.7	7.7	
10,000-49,999	31.6	61.4	7.0	
50,000 and above	28.6	69.9	1.5	.0091
Occupation				
Professional	30.7	66.4	2.9	
Managers	30.6	63.3	6.1	
Sales/clerk/service	22.5	75.3	2.2	
Crafts/operative	34.6	64.1	1.3	
Laborer/farmer	32.0	66.0	2.0	
Housewife	14.2	79.6	6.2	
Student	21.5	73.8	4.6	
Unemployed	16.7	66.7	16.7	
Retired	31.7	55.0	13.3	
Other	25.0	75.0	0.0	.0023

Analysis of Chart 9

In Alabama, as in the United States as a whole, democratic principles have fostered a belief in the desirability of allowing all persons the right to pursue a college education. However, in spite of personal desires, everyone who wants to does not go to college. For one reason or another some persons desirous of a college education are prevented from even enrolling. When those surveyed were asked if they felt that most people in Alabama who wanted to go to college get to go, almost one fourth of the respondents (24.1%) either indicated that they needed more information or that they had no opinion about the question. Of those respondents who had an opinion, about half or 39.2% of the survey group felt that persons who wanted to go to college did, in fact, attend. The remaining half who had an opinion or 36.7% of the entire sample felt that some persons did not attend college in spite of their wishes.

Opinions on this question were consistent for classifications by sex and geographical location. When respondents were grouped by age, it was found that more respondents in the two older age categories (i.e., 40-59 and 60 and older) than in the two younger groups (i.e., less than 25 and 25-29 years) believed that persons wanting to go to college managed

to attend. Almost half (49.1%) of the respondents between the ages of 40 and 59 and 45.9% of those 60 years or older felt positively about the chances of an individual attending college, while only 29.5% and 32.8% of the respondents in the two younger groups held the same opinion. Classification of respondents by income showed that in general as income increased so also did belief in the likelihood of persons attending college if they so desired (less than $5,000, 23.8%; $5,000-9,999, 28.2%; $10,000-14,999, 35.8%; and greater than $14,999, 55.8%).

Furthermore, in breakdown by race, a much larger percentage of the Whites (43.0%) than the Blacks (17.2%) believed that those persons wishing to go to college, actually can. The same confidence was evidenced by those respondents with some college experience. Belief in the chances of motivated persons to attend college increased as the level of education of respondents increased. The highest percentages of positive responses fell in the groups of those with some college education (45.3%) and with a four year degree or more (61.3%). The lowest percentages appeared for groups with 0-8 years of education (33.3%), nine to twelve years (32.1%) and high school education or equivalent (28.9%).

When respondents were classified by occupation, it was seen that professionals, managers, and retired persons rated

highest in the belief that one could attend college if one wanted to (45.0%, 50.0%, and 45.0% respectively). Laborers/ farmers and unemployed persons rated lowest in confidence about the question (29.4% and 29.2% respectively). There was also a high degree of uncertainty by several groups which affected the results considerably. In looking at all classifications it seemed that confidence in others' ability to realize their educational desires was related to increased income, education, and possibly socio-economic background.

CHART 9

CROSS TABULATIONS OF QUESTION #9

"DO YOU THINK MOST PEOPLE IN ALABAMA WHO WANT TO GO TO COLLEGE GET TO GO?"

1. yes 39.2%
2. no 36.7%
3. not sure; need more information 22.3%
4. no opinion 1.8%

	yes (percent)	no (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	39.2	36.7	22.3	1.8	
Sex					
Male	39.9	37.5	20.5	2.1	
Female	38.3	36.3	23.9	1.5	.7110
Age					
Under 25	29.5	41.5	27.8	1.1	
25-39	32.8	42.1	23.5	1.6	
40-59	49.1	31.4	17.7	1.8	
60 and over	45.9	30.6	20.4	3.1	.0042
Income					
under $5,000	23.8	61.4	12.9	2.0	
$5,000-9,999	28.2	44.3	26.2	1.3	
$10,000-14,999	35.8	40.1	22.8	1.2	
$15,000 and above	55.8	18.8	23.7	1.7	<.0001
Race					
White	43.0	33.0	22.1	1.9	
Black	17.2	58.1	23.7	1.1	
Indian	35.7	50.0	14.3	0.0	
Oriental	0.0	0.0	100.0	0.0	.0002
Education					
0-8 years	33.3	52.4	11.1	3.2	
9-12 years	32.1	44.0	22.0	1.8	
H.S. or G.E.D.	28.9	44.0	24.5	2.5	
Some college	45.3	31.8	21.4	1.6	
B.S. or more	61.3	9.7	29.0	0.0	<.0001
Location					
under 2,500	43.8	37.9	17.6	0.7	
2,500-9,999	37.1	40.6	21.7	0.7	
10,000-49,999	37.2	35.5	25.0	2.3	
50,000 and above	39.8	34.2	23.0	3.1	.4962
Occupation					
Professional	45.0	32.1	22.1	.7	
Managers	50.0	28.0	22.0	0.0	
Sales/clerk/service	40.0	33.3	25.6	1.1	
Crafts/operative	32.1	51.3	12.8	3.8	
Laborer/farmer	29.4	52.9	15.7	2.0	
Housewife	36.3	38.1	23.9	1.8	
Student	38.5	27.7	33.8	0.0	
Unemployed	29.2	41.7	29.2	0.0	
Retired	45.0	30.0	18.3	6.7	
Other	25.0	75.0	0.0	0.0	.0168

Analysis of Chart 10

Most respondents (82.1%) believed that Alabama colleges and universities are doing either a satisfactory, a good, or an excellent job in teaching, research, and service. Over half of the respondents (52.0%) believed that either a good or an excellent job is being done in Alabama's institutions of postsecondary education. More than 10 percent (12.4%), however, had no opinion about the quality of the tasks accomplished by Alabama postsecondary institutions.

Positive reactions to the job being done by Alabama's colleges and universities were consistent in all categories of responses classified by the sex, income, race, geographical location, age, and occupation of the respondents. In each category of each classification the percentage of positive responses approximated the entire sample average (82.1%) who felt that Alabama postsecondary institutions were performing satisfactorily, well, or excellently in teaching, research, and service.

Only when responses were classified by the level of education did any significant differences in opinion appear, and then only among those categories of persons who had no opinion about the performance of postsecondary institutions in Alabama. As the educational level of the respondent

increased, the percentage of respondents with no opinion decreased (0-8 years, 19%; 9-12 years, 15.5%; H.S. or G.E.D., 15.1%; some college, 8.9%; B.S. or more, 4.3%).

CHART 10

CROSS TABULATIONS OF QUESTION #10

"IN YOUR OPINION WHAT KIND OF JOB IN TEACHING, RESEARCH AND SERVICE DO YOU THINK ALABAMA COLLEGES AND UNIVERSITIES ARE DOING?"

1.	a poor job	5.5%	
2.	a satisfactory job	30.1%	82.1%
3.	a good job	40.9%	
4.	an excellent job	11.1%	
5.	no opinion	12.4%	

	a poor job (percent)	combined categories of satisfactory, good and excellent job (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	5.5	82.1	12.4	
Sex				
Male	4.8	83.4	11.9	
Female	6.2	81.1	12.7	.8479
Age				
under 25	3.4	81.3	15.3	
25-39	7.1	78.7	14.2	
40-59	4.6	87.2	8.2	
60 and over	8.2	78.7	13.3	.3395
Income				
under $5,000	3.0	86.1	10.9	
$5,000-9,999	7.4	76.5	16.1	
$10,000-14,999	3.1	85.2	11.7	
$15,000 and above	6.7	83.6	9.6	.1457
Race				
White	5.4	81.6	12.8	
Black	5.4	86.1	8.6	
Indian	7.1	71.5	21.4	
Oriental	0.0	100.0	0.0	.4407
Education				
0-8 years	6.3	74.6	19.0	
9-12 years	3.6	81.0	15.5	
H.S. or G.E.D.	3.8	81.2	15.1	
Some college	5.2	85.9	8.9	
B.S. or more	11.8	83.9	4.3	.0123
Location				
under 2,500	2.6	86.9	10.5	
2,500-9,999	4.9	83.3	11.9	
10,000-49,999	7.0	80.3	12.8	
50,000 and above	6.7	81.0	12.3	.6626
Occupation				
Professional	10.7	82.9	6.4	
Managers	2.0	82.0	16.0	
Sales/clerk/service	5.6	82.1	12.4	
Crafts/operative	2.6	88.4	9.0	
Laborer/farmer	7.8	76.5	15.7	
Housewife	0.9	83.1	15.9	
Student	6.2	83.1	10.8	
Unemployed	8.3	70.8	20.8	
Retired	5.0	81.7	13.3	
Other	0.0	50.0	50.0	.4202

Analysis of Chart 11

Most respondents (62.5%) believed that Alabama colleges and universities do either a good or an excellent job in preparing students for a good job upon graduation. The responses were consistent for all categories within the classification of respondents by sex, income, race, geographical location, and occupation.

Inconsistencies in opinion were apparent only when responses were classified according to the age and level of education of respondents. Age classification revealed that all age groups except those 60 years and older expressed the opinion that Alabama colleges and universities were preparing students either well or excellently for employment after graduation (less than 25 years old, 62.5%; 25-39, 61.7%; 40-59, 70.2%). Almost half (47.5%) of those 60 years and older noted that postsecondary institutions in Alabama were preparing students for later employment either poorly or fairly well. Another 46.5% of the respondents 60 years and older, however, felt students' employment preparation was either good or excellent.

The differences observed in the opinions of respondents classified according to their level of education were related more to a lack of opinion than to any educational factor. It

must be noted, however, that the most educated group (B.S. or more) rated the employment preparation of students by Alabama postsecondary institutions lower than any other education group. More than 38 percent (38.9%) of the respondents with a bachelor's degree or more felt that Alabama colleges and universities prepared students poorly or only fairly well for later employment while less than 35 percent of all other breakdowns within education gave comparable low ratings.

CHART 11

CROSS TABULATIONS OF QUESTION #11

"HOW WELL DO YOU THINK ALABAMA COLLEGES AND UNIVERSITIES EDUCATE THEIR STUDENTS FOR A GOOD JOB WHEN THEY GRADUATE?"

1. poor 2.9%
2. fair 25.6%
3. good 49.4% > 62.5%
4. excellent 13.1%
5. no opinion 8.8%

	poor (percent)	fair (percent)	combined categories of good & excellent	no opinion (percent)	probability
OVERALL PERCENTAGES	2.9	25.6	62.5	8.8	
Sex					
Male	2.7	28.6	60.1	8.6	
Female	3.2	22.6	64.9	9.4	.3777
Age					
under 25	1.7	21.6	62.5	14.2	
25-39	2.7	25.7	61.7	9.8	
40-59	3.2	21.3	70.2	5.0	
60 and over	5.1	42.4	46.5	6.1	.0018
Income					
under $5,000	4.0	28.7	58.5	8.9	
$5,000-9,999	2.0	25.5	59.1	13.4	
$10,000-14,999	.6	22.7	68.7	8.0	
$15,000 and above	3.7	25.7	64.7	5.8	.3470
Race					
White	3.0	27.3	61.2	8.6	
Black	3.2	17.2	69.9	9.7	
Indian	0.0	14.3	64.3	21.4	
Oriental	0.0	0.0	100.0	0.0	.8244
Education					
0-8 years	6.3	28.6	55.6	9.5	
9-12 years	1.2	20.8	65.5	12.5	
H.S. or G.E.D.	3.1	21.4	63.5	11.9	
Some college	3.6	26.6	64.0	5.7	
B.S. or more	2.1	36.8	57.9	3.2	.0180
Location					
under 2,500	2.0	24.8	69.3	3.9	
2,500-9,999	2.8	23.1	64.3	9.8	
10,000-49,999	2.3	25.3	61.5	10.9	
50,000 and above	4.6	28.1	58.2	9.2	.5338
Occupation					
Professional	4.3	29.8	61.7	4.2	
Managers	2.0	26.0	64.0	8.0	
Sales/clerk/service	2.2	23.3	66.7	7.8	
Crafts/operative	0.0	28.2	65.3	6.4	
Laborer/farmer	2.0	25.5	68.6	3.9	
Housewife	2.6	18.4	65.8	13.2	
Student	4.6	18.5	64.6	12.3	
Unemployed	4.2	20.8	41.6	33.3	
Retired	5.0	38.3	48.4	8.3	
Other	0.0	50.0	25.0	25.0	.1184

Analysis of Chart 12

A large proportion of the respondents (39.0%) either had no opinion or were unsure about whether it is a good idea or a bad idea for public tax money to be used to support private colleges in Alabama. Of those who did have an opinion, 43.9% expressed that the use of public tax money for private colleges is a bad idea while 17.1% favored the idea. Opinions did not vary significantly when responses were classified according to the race, age, income, or geographical location of respondents.

Classifications according to sex, however, revealed that more males (49.4%) than females (38.2%) believed public support to be a bad idea. On the other hand, females (36.7%) were more unsure about the idea than were males (26.8%).

Variations in responses also occurred when classified by level of education of respondents. As the respondents' education increased, so did the percentage of respondents who believed public support of private colleges to be a bad idea (0-8 years, 39.7%; 9-12, 40.5%; H.S. or G.E.D., 43.9%; some college, 44.8%; B.S. or more, 51.1%).

Classification of responses by occupation also revealed variance. Persons in the retired (53.3%), professional (49.3%), and manager (48.0%) categories felt it was a bad idea for tax money to be used to support private colleges. The laborer/farmer group was equally divided as to whether the idea was good (33.3%) or bad (33.3%).

CHART 12

CROSS TABULATIONS OF QUESTION #12

"WHAT IS YOUR OPINION ABOUT USING PUBLIC TAX MONEY TO SUPPORT PRIVATE COLLEGES IN ALABAMA?"

1. it is a good idea 17.1%
2. it is a bad idea 43.9%
3. not sure; need more information 31.8%
4. no opinion 7.2%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	17.1	43.9	31.8	7.2	
Sex					
Male	17.0	49.4	26.8	6.8	
Female	17.5	38.2	36.7	7.7	.0165
Age					
under 25	20.6	40.6	29.1	9.7	
25-39	16.5	40.1	37.9	5.5	
40-59	14.5	45.5	33.2	6.8	
60 and over	17.2	53.5	22.2	7.1	.1544
Income					
under $5,000	25.7	37.6	25.7	10.9	
$5,000-9,999	16.8	44.3	31.5	7.4	
$10,000-14,999	14.9	46.6	32.3	6.2	
$15,000 and above	15.8	44.6	34.2	5.4	.2720
Race					
White	16.7	45.5	31.1	6.7	
Black	21.5	33.3	34.4	10.8	
Indian	7.1	42.9	42.9	7.1	
Oriental	0.0	100.0	0.0	0.0	.4785
Education					
0-8 years	25.4	39.7	23.8	11.1	
9-12 years	16.7	40.5	31.5	11.3	
H.S. or G.E.D.	13.4	43.9	32.5	10.2	
Some college	18.8	44.8	34.4	2.1	
B.S. or more	13.8	51.1	31.9	3.2	.0178
Location					
under 2,500	20.3	42.5	30.7	6.5	
2,500-9,999	18.4	42.6	33.3	5.7	
10,000-49,999	10.9	44.8	32.8	11.5	
50,000 and above	19.5	45.1	30.8	4.6	.1644
Occupation					
Professional	14.3	49.3	32.1	4.3	
Manager	14.0	48.0	36.0	2.0	
Sales/clerk/service	12.2	44.4	40.0	3.3	
Crafts/operative	12.8	46.2	32.1	9.0	
Laborer/farmer	33.3	33.3	25.5	7.8	
Housewife	22.1	35.4	34.5	8.0	
Student	23.4	43.8	25.0	7.8	
Unemployed	12.5	33.3	29.2	25.0	
Retired	13.3	53.3	21.7	11.7	
Other	0.0	50.0	25.0	25.0	.0089

Analysis of Chart 13

In order to finance public education, some state governments designate monies from certain taxes. Since there are those who defend and those who oppose such measures, an item was included in the questionnaire to give an indication about the opinion of Alabama citizens on the issue.

There was general agreement among those who had an opinion that it was a good idea to earmark monies from certain taxes for education. In fact, 60% of the 70.5% who had an opinion supported the measure. One in four (25.8%) indicated they needed more information before making a decision. More students (34.4%) cited the need for further information than did the respondents in any other classification or group.

Classification of respondents by race, education, income, geographical location, and occupation revealed no significant differences in opinion. Such wide ranging agreement showed fairly uniform support for the idea.

Some variation in opinion was revealed, however, when respondents were classified by sex. More females (64.1%) than males (55.8%) thought earmarking funds for education was a good idea. There were also some differences in opinion by age. More of those under sixty (less than 25 years old, 61.1%; 25-39, 63.9%; 40-59, 59.1% thought it was a good idea than did the sixty and over group (52.5%).

CHART 13

CROSS TABULATIONS OF QUESTION #13

"WHAT IS YOUR OPINION ABOUT USING MONEY COLLECTED FROM CERTAIN TAXES ONLY FOR EDUCATION?"

1. it is a good idea 60.0%
2. it is a bad idea 10.5%
3. not sure; need more information 25.8%
4. no opinion 3.7%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	60.0	10.5	25.8	3.7	
Sex					
Male	55.8	14.9	25.7	3.6	
Female	64.1	6.2	25.9	3.8	.0026
Age					
under 25	61.1	6.3	29.1	3.4	
25-39	63.9	8.7	26.2	1.1	
40-59	59.1	12.3	23.6	5.0	
60 and over	52.5	17.2	24.2	6.1	.0489
Income					
under $5,000	59.6	5.1	28.3	7.1	
$5,000-9,999	59.1	11.4	26.8	2.7	
$10,000-14,999	65.6	9.8	21.5	3.1	
$15,000 and above	58.1	12.9	26.1	2.9	.2817
Race					
White	60.1	10.9	25.2	3.9	
Black	59.8	7.6	30.4	2.2	
Indian	57.1	14.3	21.4	7.1	
Oriental	100.0	0.0	0.0	0.0	.9304
Education					
0-8 years	54.1	8.2	32.8	4.9	
9-12 years	61.3	6.5	26.2	6.0	
H.S. or G.E.D.	61.6	10.7	23.9	3.8	
Some college	59.4	10.9	28.1	1.6	
B.S. or more	60.0	17.9	20.0	2.1	.1482
Location					
under 2,500	60.5	8.6	27.6	3.3	
2,500-9,999	57.7	8.5	31.7	2.1	
10,000-49,999	57.5	12.6	25.3	4.6	
50,000 and above	63.8	12.2	20.4	3.6	.4456
Occupation					
Professional	65.2	10.6	22.0	2.1	
Managers	46.0	18.0	32.0	4.0	
Sales/clerk/service	57.8	11.1	27.8	3.3	
Crafts/operative	62.8	10.3	25.6	1.3	
Laborer/farmer	64.7	5.9	25.5	3.9	
Housewife	63.7	8.0	23.0	5.3	
Student	59.4	4.7	34.4	1.6	
Unemployed	62.5	12.5	16.7	8.3	
Retired	48.3	18.3	25.0	8.3	
Other	50.0	0.0	50.0	0.0	.3496

Analysis of Chart 14

The general consensus was that people of the State are overwhelmingly opposed to diverting funds earmarked for education to other purposes. Of the survey group, 79.1% thought it was a bad idea. Only 7.5% thought it was a good idea. The remaining 13.4% were not sure or had no opinion.

There was uniformity of opinion by the following classifications: occupation, level of education, race, and geographical location; that is, all categories within these breakdowns gave essentially the same answers. For example, the breakdown by geographical location showed that more than seventy-seven percent (77.8%) of the rural population of Alabama (less than 2,500 population) to over eighty-two percent (82.7%) of the urban population in Alabama (52,000 population and above) believe diversion to be a bad idea.

There were, however, differences of opinion according to sex and age. By sex, 77.1% of the males thought diversion was a bad idea as contrasted to 80.9% of the females. Conversely, 10.7% of the males and 4.4% of the females thought it was a good idea. Percentages for the no opinion and not sure respondents were about the same for both categories.

In the younger age group (under 25) 85.8% thought it was a bad idea. This percentage gradually decreased as age increased to 72.7% for the 60 and over age category.

On the other hand, in the combined age categories of under 25 through 59, on the average, 6.7% believed it was a good idea whereas 12.1% of the over 59 year old age group believed it was a good idea. Hence there was slightly less support for diversion of education funds by the younger age groups.

An analysis by income categories did not give a clear picture. More people in the middle income categories included in the $5,000-15,000 range thought diversion was a bad idea (about 82.7%), whereas 77.2% of the under $5,000 income group and 74.7% of the over $15,000 income group thought diversion was a bad idea.

CROSS TABULATIONS OF QUESTION #14

"WHAT IS YOUR OPINION ABOUT THE GOVERNOR OR LEGISLATURE USING TAX MONEY COLLECTED FOR EDUCATION FOR OTHER PURPOSES?"

1. it is a good idea 7.5%
2. it is a bad idea 79.1%
3. not sure; need more information 11.9%
4. no opinion 1.5%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	7.5	79.1	11.9	1.5	
Sex					
Male	10.7	77.1	10.4	1.8	
Female	4.4	80.9	13.5	1.2	.0115
Age					
under 25	5.7	85.8	6.3	2.3	
25-39	6.6	81.4	10.4	1.6	
40-59	7.7	74.7	17.2	.5	
60 and over	12.1	72.7	13.1	2.0	.0257
Income					
under $5,000	9.9	77.2	9.9	3.0	
$5,000-9,999	5.4	82.6	10.1	2.0	
$10,000-14,999	4.9	82.8	11.0	1.2	
$15,000 and above	10.0	74.7	14.9	.4	.1750
Race					
White	7.7	79.7	11.4	1.2	
Black	7.5	75.3	15.1	2.2	
Indian	0.0	78.6	14.3	7.1	
Oriental	0.0	100.0	0.0	0.0	.7282
Education					
0-8 years	7.9	73.0	17.5	1.6	
9-12 years	4.2	83.3	8.9	3.6	
H.S. or G.E.D.	8.8	79.2	11.3	.6	
Some college	7.8	79.2	12.5	.5	
B.S. or more	9.5	75.8	13.7	1.1	.2685
Location					
under 2,500	7.2	77.8	13.1	2.0	
2,500-9,999	7.0	77.6	14.7	.7	
10,000-49,999	6.9	77.6	13.2	2.3	
50,000 and above	8.7	82.7	7.7	1.0	.6202
Occupation					
Professional	5.0	84.4	9.2	1.4	
Managers	12.0	68.0	18.0	2.0	
Sales/clerk/service	5.6	77.8	16.7	0.0	
Crafts/operative	12.8	73.1	14.1	0.0	
Laborer/farmer	9.8	82.4	5.9	2.0	
Housewife	4.4	81.6	11.4	2.6	
Student	9.2	86.2	4.6	0.0	
Unemployed	0.0	83.3	12.5	4.2	
Retired	11.7	68.3	16.7	3.3	
Other	0.0	75.0	25.0	0.0	.2130

Analysis of Chart 15

More than three quarters of respondents with a definite opinion (66.4% of 80.4%) favored spending state and federal monies to help people with low incomes pay college expenses. Almost 20 percent (19.6%) of the respondents were either undecided or had no opinion. Furthermore, there was little consistency of opinion by classifications. Only when responses were classified according to geographical location and occupation were the opinions within each category consistent.

In breakdown by race, some variations in opinion were revealed. More Blacks (89.1%) than Whites (62.4%) thought state and federal aid to individuals was a good idea.

Other differences were also observed when responses were classified by level of education. Respondents who had attended school for nine to twelve years (75.6%) favored tax support more than any other group. Respondents who had attended four or more years of college (54.7%) were the least supportive group.

Classification of responses by income revealed that as income increased, support for tax money being used to pay college costs for individuals decreased. Almost four-fifths (79.2%) of persons with incomes of less than $5,000 a year

felt that the use of tax money to pay the college costs of persons with low incomes was a good idea while only 53.1% of those with incomes of $15,000 or more shared the opinion.

When responses were classified according to the age of respondents, it was also seen that as age increased, support for federal and state aid to individuals for college decreased. More than three-quarters (77.3%) of the respondents less than 25 years old thought aid was a good idea while less than half (46.5%) of those 60 years old or older felt the same way.

It can be observed from the data that those persons who already have a college education, can afford a college education, or have already passed the age when persons usually attend college felt that tax money should not be used to help persons attend college. By contrast, those who did not have a college degree, who were of the traditional age to attend college, and for whom the costs of college education might be prohibitive supported the idea of state and federal aid.

CHART 15

CROSS TABULATIONS OF QUESTION #15

"WHAT IS YOUR OPINION ABOUT SPENDING TAX MONEY (STATE AND FEDERAL) TO HELP PEOPLE WITH LOW INCOMES PAY THE COST OF ATTENDING COLLEGE?"

1. it is a good idea 66.4%
2. it is a bad idea 14.0%
3. not sure; need more information 15.5%
4. no opinion 4.1%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	66.4	14.0	15.5	4.1	
Sex					
Male	67.2	15.8	14.0	3.0	
Female	65.7	12.0	17.0	5.3	.1778
Age					
under 25	77.3	6.8	10.2	5.7	
25-39	75.3	8.2	13.7	2.7	
40-59	59.7	20.8	17.2	2.3	
60 and over	46.5	21.2	24.2	8.1	<.0001
Income					
under $5,000	79.2	5.0	9.9	5.9	
$5,000-9,999	74.5	10.1	12.8	2.7	
$10,000-14,999	71.0	12.3	13.6	3.1	
$15,000 and above	53.1	22.0	21.6	3.3	<.0001
Race					
White	62.4	16.1	17.3	4.2	
Black	89.1	2.2	5.4	3.3	
Indian	78.6	7.1	7.1	7.1	
Oriental	100.0	0.0	0.0	0.0	.0006
Education					
0-8 years	63.5	9.5	20.6	6.3	
9-12 years	75.6	11.3	8.9	4.2	
H.S. or G.E.D.	63.9	15.2	16.5	4.4	
Some college	67.2	10.4	19.3	3.1	
B.S. or more	54.7	26.3	14.7	4.2	.0070
Location					
under 2,500	66.7	11.8	18.3	3.3	
2,500-9,999	69.7	14.1	10.6	5.6	
10,000-49,999	69.0	11.5	15.5	4.0	
50,000 and above	60.7	18.4	17.3	3.6	.3561
Occupation					
Professional	67.4	17.7	9.9	5.0	
Managers	50.0	20.0	28.0	2.0	
Sales/clerk/service	65.6	12.2	20.0	2.2	
Crafts/operative	64.1	15.4	16.7	3.8	
Laborer/farmer	76.0	10.0	10.0	4.0	
Housewife	65.8	13.2	15.8	5.3	
Student	83.1	4.6	10.8	1.5	
Unemployed	75.0	12.5	8.3	4.2	
Retired	51.7	18.3	21.7	8.3	
Other	75.0	0.0	25.0	0.0	.1124

Analysis of Chart 16

In general, the respondents were of the opinion that it was a bad idea for teachers to join unions and to have the right to strike. Of the almost 74% who had an opinion, 54.3% felt that teachers should not be able to strike or join unions. Over one-fourth (26.1%) of the respondents were either unsure or did not express an opinion. Opinions were consistent for all categories within the geographical location classification.

Some slight inconsistencies were observed in the opinions of respondents with differing levels of education. There was some evidence that belief in the right of teachers to strike increased with an increase in education. The percentage of respondents supporting the right of teachers to join unions increased from 47.6% of the persons with no more than an eighth grade education to 67% of those with a bachelors degree or more.

Classification by sex showed that more females (57.4%) than males (51.2%) were averse to the idea of teachers having the right to join unions and to strike.

Classification by race indicated that more Whites (59.8%) were opposed to teachers joining unions than either Blacks (25.0%) or Indians (28.6%).

Classification by income revealed that more persons (65.1%) with an income of $15,000 or more felt teachers should not have

the right to join unions than all other persons with lesser incomes (less than $5,000, 46.5%; $5,000-9,999, 43.6%; $10,000-14,999, 52.5%).

Differences in opinion were also observed when responses were classified according to the age of respondents. Opposition to the right of teachers to strike and join unions increased as the age of respondents increased. Less than half (46.6%) of the respondents under 25 years old expressed opposition while almost 70 percent (69.7%) of those 60 years old and older felt teachers should not have the right to unionize.

Classification by occupation showed that professionals (59.6%) and particularly managers (83.7%) felt it was a bad idea for teachers to be able to strike and join unions.

CHART 16

CROSS TABULATIONS OF QUESTION #16

"WHAT IS YOUR OPINION ABOUT COLLEGE TEACHERS JOINING UNIONS AND HAVING THE RIGHT TO STRIKE?"

1. it is a good idea 19.6%
2. it is a bad idea 54.3%
3. not sure; need more information 15.9%
4. no opinion 10.2%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	19.6	54.3	15.9	10.2	
Sex					
Male	22.9	51.2	17.6	8.3	
Female	16.5	57.4	14.1	12.1	.0400
Age					
under 25	22.2	46.6	20.5	10.8	
25-39	22.4	51.4	14.2	12.0	
40-59	19.5	55.9	16.4	8.2	
60 and over	10.1	69.7	10.1	10.1	.0269
Income					
under $5,000	24.8	46.5	15.8	12.9	
$5,000-9,999	23.5	43.6	21.5	11.4	
$10,000-14,999	21.0	52.5	16.0	10.5	
$15,000 and above	14.5	65.1	12.9	7.5	.0078
Race					
White	17.1	59.8	14.2	8.9	
Black	33.7	25.0	26.1	15.2	
Indian	28.6	28.6	21.4	21.4	
Oriental	0.0	0.0	0.0	100.0	<.0001
Education					
0-8 years	28.6	47.6	9.5	14.3	
9-12 years	20.8	50.6	15.5	13.1	
H S. or G.E.D.	19.5	52.2	17.6	10.7	
Some college	16.7	56.3	18.2	8.9	
B.S. or more	17.0	67.0	12.8	3.2	.1028
Location					
under 2,500	24.8	56.2	9.2	9.8	
2,500-9,999	16.8	55.2	17.5	10.5	
10,000-49,999	17.2	53.4	17.8	11.5	
50,000 and above	20.0	54.4	17.4	8.2	.3706
Occupation					
Professional	19.9	59.6	12.1	8.5	
Managers	6.1	83.7	10.2	0.0	
Sales/clerk/service	18.9	48.9	17.8	14.4	
Crafts/operative	28.2	46.2	17.9	7.7	
Laborer/farmer	23.5	51.0	11.8	13.7	
Housewife	15.8	55.3	15.8	13.2	
Student	21.5	44.6	29.2	4.6	
Unemployed	33.3	33.3	16.7	16.7	
Retired	16.7	56.7	15.0	11.7	
Other	25.0	50.0	0.0	25.0	.0059

Analysis of Chart 17

A large number (25.5%) of the respondents either needed more information or had no opinion about Alabama colleges and universities limiting the number of students they admit. Of the 74.5% who had an opinion, 53.8% favored limiting enrollment.

Opinions about limiting enrollment were consistent for persons in all categories of classification by sex, age, geographical location, and occupation.

Some inconsistency in opinion was noted within categories of race. More Whites (56.6%) than Blacks (39.1%) or Indians (42.9%) favored limiting enrollment. Furthermore, as the educational level of respondents increased, so did the belief in limiting college enrollment. Forty-six percent (46.0%) of the persons with no more than eight years of education were in favor of limiting enrollment while 62.1% of those with a bachelor's degree or more held the same view.

Greater inconsistencies in opinion were apparent in the breakdown by income. As the income of respondents increased, the belief that colleges should limit enrollment also increased. Less than 45 percent (44.6%) of those with incomes of less than $5,000 believed enrollment should be limited while 65.8% of those with incomes of more than $15,000 felt colleges should limit the number of students in their institutions.

CROSS TABULATIONS OF QUESTION #17

"WHAT IS YOUR OPINION ABOUT COLLEGES AND UNIVERSITIES LIMITING THE NUMBER OF STUDENTS THEY ADMIT?"

1. it is a good idea 53.8%
2. it is a bad idea 20.7%
3. not sure; need more information 20.3%
4. no opinion 5.2%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	53.8	20.7	20.3	5.2	
Sex					
Male	51.3	23.9	20.6	4.2	
Female	56.6	17.7	19.5	6.2	.1448
Age					
under 25	49.4	27.6	20.1	2.9	
25-39	53.6	17.1	23.2	6.1	
40-59	57.9	17.6	19.5	5.0	
60 and over	52.5	22.2	17.2	8.1	.1844
Income					
under $5,000	44.6	31.7	15.8	7.9	
$5,000-9,999	46.3	21.8	27.2	4.8	
$10,000-14,999	50.0	24.7	21.0	4.3	
$15,000 and above	65.8	12.9	17.5	3.8	.0002
Race					
White	56.6	19.2	19.0	5.3	
Black	39.1	29.3	27.2	4.3	
Indian	42.9	28.6	21.4	7.1	
Oriental	0.0	0.0	100.0	0.0	.0666
Education					
0-8 years	46.0	27.0	15.9	11.1	
9-12 years	50.9	21.0	20.4	7.8	
H.S. or G.E.D.	53.5	18.9	22.0	5.7	
Some college	55.8	19.5	22.6	2.1	
B.S. or more	62.1	21.1	15.8	1.1	.0734
Location					
under 2,500	52.3	18.3	23.5	5.9	
2,500-9,999	54.6	23.4	17.0	5.0	
10,000-49,999	54.0	19.5	19.0	7.5	
50,000 and above	54.6	21.6	20.6	3.1	.6999
Occupation					
Professional	52.5	25.5	19.1	2.8	
Managers	56.0	20.0	22.0	2.0	
Sales/clerk/service	55.6	20.0	21.1	3.3	
Crafts/operative	57.7	11.5	23.1	7.7	
Laborer/farmer	49.0	29.4	15.7	5.9	
Housewife	55.4	12.5	23.2	8.9	
Student	51.6	31.3	15.6	1.6	
Unemployed	47.8	26.1	21.7	4.3	
Retired	55.0	16.7	18.3	10.0	
Other	50.0	25.0	25.0	0.0	.3404

Analysis of Chart 18

Opinions about whether or not persons over 65 should be able to attend college classes free of charge were almost equally divided. Forty-three percent (43.3%) of the respondents favored the idea and 35.6% opposed it. Twenty-one percent (21%) were either undecided or had no opinion.

There were no significant differences in opinions for responses classified according to income, geographical location, and occupation of respondents. Classification by race showed that more Blacks (52.2%) and Indians (42.9%) than Whites (41.8%) favored the idea of allowing persons over 65 years old to a attend college classes free of charge.

When responses were classified according to the educational level, no consistent pattern of variation was apparent. Hence, any differences were most likely due to purely random flucuations of opinion.

Slight variations in opinion appeared when responses were classified by age. As age increased, support decreased until respondents reached the age of 60. Almost 50 percent (42.4%) of the respondents in the oldest age group support free college attendance for persons 65 and older.

Significant differences in opinion appeared only when responses were classified by sex. More females (49.6%) than males believed that college classes should be available free of charge to older persons.

CROSS TABULATIONS OF QUESTION #18

"WHAT IS YOUR OPINION ABOUT ALLOWING ADULTS OVER THE AGE OF 65 TO ATTEND COLLEGE CLASSES FREE OF CHARGE?"

1. it is a good idea 43.3%
2. it is a bad idea 35.6%
3. not sure; need more information 11.3%
4. no opinion 9.7%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	43.3	35.6	11.3	9.7	
Sex					
Male	37.3	42.4	10.4	9.9	
Female	49.6	28.7	12.0	9.7	.0018
Age					
under 25	50.3	28.6	14.3	6.9	
25-39	44.3	34.4	12.0	9.3	
40-59	37.1	42.5	9.0	11.3	
60 and over	42.4	35.4	10.1	12.1	.0995
Income					
under $5,000	52.5	29.7	7.9	9.9	
$5,000-9,999	43.9	33.1	14.9	8.1	
$10,000-14,999	44.2	38.7	9.2	8.0	
$15,000 and above	38.2	39.4	12.0	10.4	.3273
Race					
White	41.8	38.5	10.5	9.3	
Black	52.2	18.5	17.4	12.0	
Indian	42.9	35.7	7.1	14.3	
Oriental	100.0	0.0	0.0	0.0	.0551
Education					
0-8 years	36.5	34.9	11.1	17.5	
9-12 years	44.6	37.5	9.5	8.3	
H.S. or G.E.D.	39.0	38.4	15.1	7.5	
Some college	47.4	28.6	12.0	12.0	
B.S. or more	44.2	43.2	7.4	5.3	.0964
Location					
under 2,500	47.1	35.9	7.8	9.2	
2,500-9,999	41.5	35.9	9.9	12.7	
10,000-49,999	37.4	40.2	12.1	10.3	
50,000 and above	46.9	32.1	13.3	7.7	.4195
Occupation					
Professional	44.0	36.9	9.2	9.9	
Managers	28.0	52.0	10.0	10.0	
Sales/clerk/service	40.0	32.2	17.8	10.0	
Crafts/operative	44.9	35.9	11.5	7.7	
Laborer/farmer	43.1	45.1	5.9	5.9	
Housewife	47.4	33.3	10.5	8.8	
Student	53.8	26.2	12.3	7.7	
Unemployed	47.8	26.1	17.4	8.7	
Retired	38.3	35.0	10.0	16.7	
Other	50.0	25.0	0.0	25.0	.5336

Analysis of Chart 19

Nearly 75 percent (74.5%) of the respondents believed that it is a good idea to permit advanced high school students to take college courses for credit before they graduate. There was a consistency of opinion among all groups classified according to sex, race, level of education, income, geographical location, and occupation of respondents.

Only when responses were classified by the age were any variations in opinion observable. Belief that high school students should be able to take college courses for credit prior to graduation decreased as the age of respondents increased. Eighty-four percent (84.0%) of those under 25 years old decreasing to 61.6% of those 60 years old and older favored the idea.

CHART 19

CROSS TABULATIONS OF QUESTION #19

"WHAT DO YOU THINK ABOUT ADVANCED HIGH SCHOOL STUDENTS BEING ADMITTED TO TAKE COLLEGE COURSES FOR CREDIT BEFORE THEY FINISH HIGH SCHOOL?"

1. it is a good idea 74.5%
2. it is a bad idea 16.2%
3. not sure; need more information 6.3%
4. no opinion 2.9%

	good idea (percent)	bad idea (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	74.5	16.2	6.3	2.9	
Sex					
Male	71.6	19.2	7.2	2.1	
Female	77.4	13.5	5.6	3.2	.1594
Age					
under 25	84.0	9.7	3.4	2.9	
25-39	76.0	15.3	4.9	3.3	
40-59	71.8	18.2	8.2	1.8	
60 and over	61.6	24.2	10.1	4.0	.0191
Income					
under $5,000	73.3	16.8	8.9	1.0	
$5,000-9,999	74.1	16.3	4.8	4.8	
$10,000-14,999	73.6	18.4	6.1	1.8	
$15,000 and above	77.2	14.1	6.2	2.1	.6819
Race					
White	73.7	16.5	6.7	3.0	
Black	79.3	14.1	4.3	2.2	
Indian	71.4	21.4	7.1	0.0	
Oriental	100.0	0.0	0.0	0.0	.9976
Education					
0-8 years	59.7	24.2	12.9	3.2	
9-12 years	71.4	17.9	6.0	4.8	
H.S. or G.E.D.	78.0	16.4	3.8	1.3	
Some college	79.2	12.5	5.2	3.1	
B.S. or more	74.7	15.8	8.4	1.1	.1335
Location					
under 2,500	69.3	21.6	7.2	2.0	
2,500-9,999	72.3	18.4	6.4	2.8	
10,000-49,999	75.9	12.6	7.5	4.0	
50,000 and above	78.6	13.3	5.1	3.1	.4966
Occupation					
Professional	75.9	14.2	7.1	2.8	
Managers	76.0	16.0	6.0	2.0	
Sales/clerk/service	81.1	12.2	4.4	2.2	
Crafts/operative	66.7	25.6	6.4	1.3	
Laborer/farmer	66.0	24.0	10.0	0.0	
Housewife	76.3	11.4	6.1	6.2	
Student	81.5	9.2	6.2	3.1	
Unemployed	82.6	13.0	4.3	0.0	
Retired	63.3	26.7	6.7	3.3	
Other	75.0	25.0	0.0	0.0	.6827

Analysis of Chart 20

Of the respondents who had an opinion (68.8%), 64.9% believed the Alabama Legislature should consider funds for education as one of the top three fiscal priorities. There was, however, a high percentage of respondents (31.3%) who were either undecided or had no opinion. Only a small percentage of all respondents (3.9%) believed that educational funding should be placed lower than a third position in fiscal priorities.

Opinions were consistent for all groups in the classifications by sex and geographical location of respondents.

Some inconsistency in opinion was observable when results were classified according to the occupation. High fiscal priority for education was most favored by managers (79.6%) and professionals (72.2%) and least favored by retired persons (43.3%).

Differences in opinions were noted in breakdown by race. More Whites (66.9%) than Blacks (55.7%) or Indians (50.0%) thought education should be one of the top three considerations in the priority scale.

Variations in opinion also occurred for responses classified according to level of education. As the level of education increased, the support for top priority funding for

education increased also. Support increased from 39.4% of those with no more than eight years of schooling to 74.2% of those with four years of college or more.

Support for top priority funding for education also increased as the income of respondents increased. Fifty-eight percent (58.6%) of those with incomes of less than $5,000 supported the idea. Percentages increased to 71.6% of those with incomes of at least $15,000.

When responses were classified according to the age, it was apparent that 75.4% of the persons between the ages of 25 and 39, and 63.8% of those surveyed in the age category 40-59 (both groups are most likely to have school age children) felt that education should have high fiscal priority. Other age groups gave slightly lower levels of support: sixty percent of those less than 25 years old and 56.1% of those 60 years old and over.

CHART 20

CROSS TABULATIONS OF QUESTION #20

"WHAT PRIORITY DO YOU THINK HIGHER EDUCATION SHOULD HAVE IN FUNDING BY THE STATE LEGISLATURE?"

1.	number 1 priority	28.0%	
2.	number 2 priority	23.8%	64.9%
3.	number 3 priority	13.1%	
4.	below number 3 priority	3.9%	
5.	not sure; need more information	23.7%	
6.	no opinion	7.6%	

	combined number 1, 2 & 3 priority (percent)	below number 3 priority (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	64.9	3.9	23.7	7.6	
Sex					
Male	68.6	4.2	19.9	7.3	
Female	61.2	3.6	27.2	8.0	.2588
Age					
under 25	60.0	4.0	29.1	6.9	
25-39	75.4	3.8	15.8	4.9	
40-59	63.8	2.8	26.0	7.4	
60 and over	56.1	6.1	23.5	14.3	.0191
Income					
under $5,000	58.6	3.0	28.3	10.1	
$5,000-9,999	59.5	4.7	27.7	8.1	
$10,000-14,999	69.4	2.5	24.4	3.8	
$15,000 and above	71.6	4.2	18.8	5.4	.0004
Race					
White	66.9	4.2	22.0	7.0	
Black	55.7	2.3	33.0	9.1	
Indian	50.0	0.0	28.6	21.4	
Oriental	0.0	0.0	100.0	0.0	.0081
Education					
0-8 years	39.4	1.6	37.7	21.3	
9-12 years	62.3	3.6	25.1	9.0	
H.S. or G.E.D.	66.6	3.8	22.4	7.1	
Some college	70.3	3.6	21.9	4.2	
B.S. or more	74.2	6.5	17.2	2.2	<.0001
Location					
under 2,500	62.1	2.6	27.5	7.8	
2,500-9,999	62.3	.7	28.3	8.7	
10,000-49,999	66.7	4.0	20.1	9.2	
50,000 and above	68.9	6.7	20.7	3.6	.1259
Occupation					
Professional	72.2	4.3	17.9	5.7	
Managers	79.6	6.1	14.3	0.0	
Sales/clerk/service	64.1	5.6	24.7	5.6	
Crafts/operative	70.6	3.8	21.8	3.8	
Laborer/farmer	65.3	0.0	28.6	6.1	
Housewife	60.7	1.8	25.9	11.6	
Student	66.1	3.1	26.2	4.6	
Unemployed	47.8	4.3	34.8	13.0	
Retired	43.3	6.7	31.7	18.3	
Other	50.0	0.0	25.0	25.0	.0541

Analysis of Chart 21

Most respondents indicated that they received news about Alabama colleges and universities from newspapers (37.3%), television (22.1%), and friends or family (19.3%). The sources of information remained the same regardless of sex and race of respondents.

When responses were classified according to income, it appeared that as respondents' income increased they received more information about Alabama colleges and universities from newspapers and less from television.

A similar pattern was evident for classification by level of education. As the education of respondents increased, the information was received more frequently from newspapers than from television.

Classification by age revealed that the respondents less than 25 years old (22.7%) received less information from newspapers than older respondents. The youngest respondents (17.6%) also received less information from television than older persons. About one-third (32.7%) of the respondents who were at least 60 years old received information from television.

Sources of information varied considerably when responses were classified according to the occupation of respondents

Managers (56.0%) received information about Alabama colleges and universities most frequently from newspapers while unemployed (37.5%) and retired persons (40.7%) most frequently received information from television.

In breakdown by geographical location as population density increased, there was less reliance on television as the primary source of news about colleges and universities (under 2,500, 28.8%; 2,500-9,999, 24.8%; 10,000-49,999, 21.8%; and 50,000 and above, 14.8%). Further, differences were observed in use of newspapers as a source of information. The small communities (2,500-9,999) had the least reliance on newspapers (29.1%) while the larger areas (over 50,000) relied heaviest on the printed media (44.4%). Overall, newspapers were the primary source of news about colleges and universities in Alabama in most breakdowns.

CHART 21
CROSS TABULATIONS OF QUESTION #21
"WHAT IS YOUR MOST FREQUENT SOURCE OF NEWS ABOUT COLLEGES AND UNIVERSITIES IN ALABAMA?"

1. newspapers 37.3% 4. friends or family 19.3% 7. word-of-mouth 5.6%
2. radio 2.8% 5. my own experience 7.5% 8. where I work (employment) 3.1%
3. television 22.1% 6. church .6% 9. other (please name) 1.6%

	news-papers (percent)	radio (percent)	tele-vision (percent)	friends or family (percent)	my own experience (percent)	church (percent)	word-of-mouth (percent)	employ-ment (percent)	other (percent)	proba-bility
OVERALL PERCENTAGES	37.3	2.8	22.1	19.3	7.5	.6	5.6	3.1	1.6	
Sex										
Male	37.7	3.9	23.4	16.8	8.1	.9	4.8	3.3	1.2	
Female	37.0	1.8	20.8	21.7	7.0	.3	6.5	2.9	2.1	.4030
Age										
under 25	22.7	4.0	17.6	28.4	13.6	.6	7.4	2.8	2.8	
25-39	42.6	2.7	22.4	12.6	10.4	.0	6.0	1.6	1.6	
40-59	43.2	1.8	20.5	22.7	2.3	.0	3.2	5.0	1.4	
60 and over	40.8	3.1	32.7	8.2	3.1	3.1	7.1	2.0	.0	<.0001
Income										
under $5,000	28.7	3.0	31.7	17.8	8.9	1.0	5.0	2.0	2.0	
$5,000-9,999	32.4	3.4	29.1	16.9	6.8	.7	4.7	3.4	2.7	
$10,000-14,999	36.2	3.1	18.4	23.3	9.8	.6	4.9	2.5	1.2	
$15,000 and above	46.5	2.1	14.9	19.1	5.8	.0	6.2	4.1	1.2	.1058
Race										
White	38.0	2.6	21.7	19.3	7.4	.4	5.8	3.3	1.6	
Black	32.6	4.3	25.0	19.6	7.6	2.2	4.3	2.2	2.2	
Indian	35.7	.0	21.4	21.4	14.3	.0	7.1	.0	.0	
Oriental	100.0	.0	.0	.0	.0	.0	.0	.0	.0	.9894
Education										
0-8 years	24.2	4.8	58.1	11.3	.0	1.6	.0	.0	.0	
9-12 years	32.7	4.2	28.6	21.4	4.8	.6	5.4	1.2	1.2	
H.S. or G.E.D.	38.4	3.1	20.8	21.4	1.3	.6	8.2	3.8	2.5	
Some college	36.5	1.6	12.0	21.5	14.6	.0	7.3	3.1	.5	
B.S. or more	54.7	.0	10.5	7.4	13.7	.0	2.1	7.4	4.2	<.0001
Location										
under 2,500	35.9	3.3	28.8	16.3	7.8	.7	3.3	2.6	1.3	
2,500-9,999	29.1	5.0	24.8	24.8	5.7	1.4	6.4	1.4	1.4	
10,000-49,999	38.5	1.7	21.8	20.1	8.0	.6	5.7	1.1	2.3	
50,000 and above	44.4	2.0	14.8	16.3	8.2	.0	6.6	6.1	1.5	.0459
Occupation										
Professional	43.3	.7	9.2	19.9	10.6	.7	3.5	9.2	2.8	
Managers	56.0	.0	20.0	18.0	.0	.0	.0	6.0	.0	
Sales/clerk/service	36.7	2.2	21.1	21.1	6.7	1.1	7.8	2.2	1.1	
Crafts/operative	42.3	5.1	24.4	12.8	9.0	1.3	1.3	2.6	1.3	
Laborer/farmer	28.0	6.0	36.0	22.0	4.0	.0	4.0	.0	.0	
Housewife	36.0	1.8	25.4	22.8	2.6	.9	8.8	.9	.9	
Student	24.6	4.6	7.7	26.2	23.1	.0	9.2	.0	4.6	
Unemployed	16.7	8.3	37.5	20.8	4.2	.0	12.5	.0	.0	
Retired	37.3	3.4	40.7	8.5	3.4	.0	6.8	.0	.0	
Other	.0	.0	75.0	25.0	.0	.0	.0	.0	.0	<.0001

Analysis of Chart 22

Most respondents (76.6%) indicated a preference for attending a college in Alabama rather than one out of state if given the choice. The preference for Alabama colleges and universities was consistent regardless of sex and race of respondents.

The results classified by level of education of respondents revealed that although those with a bachelor's degree or more (56.8%) preferred to attend colleges in Alabama, they did so to a lesser extent than respondents with less education. As might be expected, the largest percentage (24.6%) of persons with no opinion also had the least amount of education.

Classification of responses by the income of respondents showed that as income increased, preference for out-of-state colleges also increased. More than twenty percent (20.3%) of those with incomes of at least $15,000 preferred to attend colleges outside Alabama. Still the vast majority (71.0%) from the highest income group preferred to attend a college located in Alabama.

An analysis of responses by the age of respondents revealed that as age increased, preference for out-of-state colleges decreased. Only 7.1% of the respondents who were at least 60 years old preferred out-of-state colleges. The

percentage of those with no opinion also increased as the age of respondents increased. Eighteen percent (18.4%) of those at least 60 years old had no opinion about where they would prefer to attend college.

Classification by geographical location revealed that preference for Alabama institutions decreased as the size of the respondent's city increased. More than a fifth (22.6%) of the respondents living in cities with a population of at least 50,000 persons preferred to attend out-of-state institutions.

When responses were classified by the occupation, significant variation in choices was apparent. Preference for Alabama colleges was greatest among craftsmen/operators (90.8%) and housewives (84.2%) and least among students (64.6%) and unemployed persons (58.3%).

CHART 22

CROSS TABULATIONS OF QUESTION #22

"IF YOU COULD ATTEND ANY COLLEGE YOU WANTED TO, WHERE WOULD YOU GO?"

1. to a college in Alabama 76.6%
2. to a college outside Alabama 14.1%
3. no opinion 9.3%

	to a college inside Ala. (percent)	to a college outside Ala. (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	76.6	14.1	9.3	
Sex				
Male	74.1	15.7	10.2	
Female	79.2	12.3	8.5	.2927
Age				
under 25	74.4	19.9	5.7	
25-39	75.8	15.4	8.8	
40-59	79.9	11.4	8.7	
60 and over	74.5	7.1	18.4	.0021
Income				
under $5,000	82.2	8.9	8.9	
$5,000-9,999	78.1	11.0	11.0	
$10,000-14,999	81.0	11.0	8.0	
$15,000 and above	71.0	20.3	8.7	.0381
Race				
White	77.5	13.5	8.9	
Black	70.3	17.6	12.1	
Indian	85.7	7.1	7.1	
Oriental	0.0	100.0	0.0	.1677
Education				
0-8 years	72.1	3.3	24.6	
9-12 years	85.0	8.4	6.6	
H.S. or G.E.D.	78.0	13.2	8.8	
Some college	79.6	14.7	5.8	
B.S. or more	56.8	31.6	11.6	<.0001
Location				
under 2,500	83.0	8.5	8.5	
2,500-9,999	83.7	9.9	6.4	
10,000-49,999	78.6	12.7	8.7	
50,000 and above	64.6	22.6	12.8	.0004
Occupation				
Professional	70.9	22.0	7.1	
Managers	78.0	14.0	8.0	
Sales/clerk/service	76.7	15.6	7.8	
Crafts/operative	90.8	5.3	3.9	
Laborer/farmer	81.6	8.2	10.2	
Housewife	84.2	5.3	10.5	
Student	64.6	26.2	9.2	
Unemployed	58.3	33.3	8.3	
Retired	71.7	6.7	21.7	
Other	75.0	0.0	25.0	<.0001

Analysis of Chart 23

Nearly three out of five respondents (49.4% of 83.2%) with opinions believed that Alabama has an adequate number of colleges and universities. Opinions were consistent for breakdown by sex and occupation.

Differences in opinion were observed by race. More Blacks (43.0%) than Whites (25.2%) believed that Alabama does not have enough colleges and universities.

Variations in opinion were apparent, too, when responses were classified according to level of education. More persons with at least a bachelors degree (17.9%) than those with at least a high school education (3.8%) believed that there are too many colleges in Alabama. Conversely, those with less than bachelors degree (0-8, 31.7%; 9-12 years, 32.1%; high school or equivalent, 38.9%; some college, 29.7%) felt more strongly that there are not enough colleges in Alabama than did those with a bachelors degree or more (12.6%).

Classification of responses by income showed that as income increased, the percentage of those who believed that Alabama does not have enough colleges decreased. For example, almost half (45.5%) of those with incomes of less than $5,000 and only 18 percent (18.7%) of those with incomes of more than $15,000 believed that Alabama does not have enough

postsecondary educational institutions. As income increased, the opinion that Alabama has the right number of colleges also increased. Thirty-seven percent (37.6%) of those with incomes of less than $5,000 as opposed to 54.8% of those with incomes of at least $15,000 felt the number of colleges in Alabama was sufficient.

Classification of responses by age showed that more of the respondents between the ages of 25 and 39 (37.7%) than those in other age groups (less than 25 years old, 27.8%; between 40 and 59 years old, 23.1%; older than 59, 22.2%) believed that the number of colleges in Alabama was not adequate.

Inconsistencies in opinion were also apparent when responses were classified by geographical location of respondents. More of those surveyed (35.7%) from localities with a population of between 2,500 and 9,999 persons believed that the number of colleges in Alabama was not sufficient than did respondents from any other size locality. Further, more of the respondents (10.2%) from localities with a population more than 49,999 persons believed that Alabama had too many colleges than did respondents from smaller communities.

CHART 23

CROSS TABULATIONS OF QUESTION #23

"WHAT IS YOUR OPINION ABOUT THE NUMBER OF ALL COLLEGES AND UNIVERSITIES WE HAVE IN ALABAMA?"

1. we don't have enough 28.1%
2. we have about the right number 49.4%
3. we have too many 5.7%
4. no opinion 16.6%

	not enough (percent)	right number (percent)	too many (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	28.1	49.4	5.7	16.6	
Sex					
Male	26.8	50.0	6.8	16.4	
Female	29.3	49.3	4.4	16.7	.5234
Age					
under 25	27.8	57.4	.6	14.2	
25-39	37.7	36.6	4.4	21.3	
40-59	23.1	53.8	8.6	14.0	
60 and over	22.2	48.5	11.1	18.2	<.0001
Income					
under $5,000	45.5	37.6	4.0	12.9	
$5,000-9,999	30.9	47.0	2.0	20.1	
$10,000-14,999	29.4	52.1	3.7	14.7	
$15,000 and above	18.7	54.8	10.4	16.2	<.0001
Race					
White	25.2	51.4	6.6	16.6	
Black	43.0	39.8	0.0	17.2	
Indian	50.0	28.6	7.1	14.3	
Oriental	0.0	100.0	0.0	0.0	.0332
Education					
0-8 years	31.7	39.7	3.2	25.4	
9-12 years	32.1	46.4	3.6	17.9	
H.S. or G.E.D.	28.9	50.9	3	16.4	
Some college	29.7	51.6	4.2	14.6	
B.S. or more	12.6	55.8	17.9	12.6	<.0001
Location					
under 2,500	25.5	54.9	2.0	17.6	
2,500-9,999	35.7	42.0	4.9	17.5	
10,000-49,999	26.4	54.6	5.2	13.2	
50,000 and above	27.0	45.4	10.2	17.3	.0320
Occupation					
Professional	24.8	48.9	10.6	14.9	
Managers	22.0	60.0	4.0	14.0	
Sales/clerk/service	32.2	48.9	1.1	17.8	
Crafts/operative	26.9	51.3	3.8	17.9	
Laborer/farmer	33.3	45.1	0.0	21.6	
Housewife	26.3	49.1	7.9	16.7	
Student	27.7	61.5	1.5	9.2	
Unemployed	41.7	37.5	0.0	20.8	
Retired	28.3	38.3	13.3	20.0	
Other	25.0	25.0	0.0	50.0	.1683

Analysis of Chart 24

Most respondents (60.6%) believed that the quality of a college education in Alabama is as good as the quality of a college education elsewhere in the South. However, a large proportion (18.5%) of the respondents had no opinion. There was no significant variation of opinion when responses were classified by sex and geographical location.

Classification by race revealed that although a majority (51.6%) of Blacks believed that the quality of education in Alabama compares favorably with that in other southern states, their proportion was below that of Whites (62.2%). Conversely, a larger proportion of Blacks (15.1%) than Whites (6.3%) believed that the quality of education in Alabama was inferior to that in other southern states.

Classification by level of education showed that respondents with any college experience (some college, 64.1%; bachelor's degree or more, 69.5%) believed to a greater extent than those without any college experience (at least eight years of school, 57.1%; 9-12 years, 57.7%; high school or equivalent, 55.3%) that the quality of higher education in Alabama compares favorably with that in other southern states. However, more of those with at least a bachelor's degree (12.6%) than those without also believed that the quality of higher education in Alabama is inferior to that in other southern states. Further,

there were fewer (9.5%) with no opinion among the group of respondents with at least a Bachelors degree. As many as 27 percent of those with no more than 8 years of education had no opinion about the quality of postsecondary education in Alabama.

Classification by income showed that as income increased belief that the quality of education in Alabama compares favorably with that in other southern states also increased. Percentages ranged from 49.5% of those with incomes of less than $5,000 to 66.8% of those with incomes of at least $15,000. Further, as income increased the proportion of respondents with no opinion decreased.

Classification by age revealed that the age group with the smallest proportion of its respondents having favorable opinions about the quality of education in Alabama was the one including persons younger than 25 years. The youngest age group was also the group with the largest percentage (25.0%) of respondents with no opinion.

Opinions about the quality of education in Alabama varied considerably when responses were classified by occupation. More managers (72.0%) than students (50.8%) and unemployed persons (25.0%) believed that the quality of higher education in Alabama compares favorably with that in other southern states.

CROSS TABULATIONS OF QUESTION #24

"WHAT IS YOUR IMPRESSION ABOUT THE QUALITY OF EDUCATION OF ALABAMA COLLEGES COMPARED WITH THOSE IN OTHER SOUTHERN STATES?"

1. not as good as those in other southern states 7.4%
2. as good as those in other southern states 60.6%
3. better than those in other southern states 13.5%
4. no opinion 18.5%

	not as good (percent)	as good (percent)	better than (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	7.4	60.6	13.5	18.5	
Sex					
Male	6.8	62.5	12.8	17.9	
Female	7.9	58.7	14.4	19.1	.7726
Age					
under 25	10.8	47.7	16.5	25.0	
25-39	6.0	62.3	14.2	17.5	
40-59	5.9	69.2	11.8	13.1	
60 and over	7.1	60.6	11.1	21.2	.0101
Income					
under $5,000	10.9	49.5	11.9	27.7	
$5,000-9,999	8.1	54.4	14.8	22.8	
$10,000-14,999	5.5	66.3	14.1	14.1	
$15,000 and above	7.1	66.8	12.3	12.9	.0148
Race					
White	6.3	62.2	13.8	17.7	
Black	15.1	51.6	12.9	20.4	
Indian	0.0	50.0	7.1	42.9	
Oriental	0.0	100.0	0.0	0.0	.0460
Education					
0-8 years	7.9	57.1	7.9	27.0	
9-12 years	6.0	57.7	14.3	22.0	
H.S. or G.E.D.	7.5	55.3	16.4	20.8	
Some college	5.7	64.1	15.1	15.1	
B.S. or more	12.6	69.5	8.4	9.5	.0437
Location					
under 2,500	5.9	64.7	13.7	15.7	
2,500-9,999	8.4	58.7	13.3	19.6	
10,000-49,999	6.3	60.9	12.6	20.1	
50,000 and above	8.2	58.7	15.3	17.9	.9527
Occupation					
Professional	7.8	66.0	10.6	15.6	
Managers	4.0	72.0	12.0	12.0	
Sales/clerk/service	7.8	52.2	20.0	20.0	
Crafts/operative	2.6	67.9	15.4	14.1	
Laborer/farmer	7.8	64.7	13.7	13.7	
Housewife	5.3	60.5	13.2	21.1	
Student	10.8	50.8	16.9	21.5	
Unemployed	25.0	25.0	16.7	33.3	
Retired	6.7	63.3	6.7	23.3	
Other	25.0	50.0	0.0	25.0	.0353

Analysis of Chart 25

Of the respondents who had an opinion (79.2%), a majority (51.2%) believed that the quality of higher education in Alabama compared favorably with that elsewhere in the nation. This evaluation was consistent for breakdowns by sex and race.

There were some differences in opinion noted when responses were classified by geographical location. More of the respondents living in localities with a population less than 2,500 persons (59.9%) felt the quality of higher education in Alabama was as good as other states than did the respondents living in other areas. Further, as the size of the population in a given locality increased, the proportion of respondents with unfavorable evaluations increased. For example, only 16.4% of the respondents living in a locality with a population of less than 2,500 persons and more than 32 percent (32.1%) of the respondents living in a locality with a population of at least 50,000 persons believed that the quality of higher education in Alabama was inferior to that elsewhere in the United States.

Classification by level of education also revealed inconsistencies. As the education of respondents increased, so did the belief that the quality of education in Alabama compared less than favorably with that elsewhere in the nation (0-8 years, 12.7%; 9-12 years, 16.9%; high school or equivalent, 21.7%;

some college, 24.5%; bachelor's degree or more, (46.3%). Further, as the education of respondents increased the percentage of respondents with no opinion decreased.

Opinions also varied when responses were classified by income. More of those in the two upper income groups ($10,000-14,999 and $15,000 and above) felt that the quality of education in Alabama compared favorably with that in the rest of the country than did those in the two lower income groups. Further, the highest income group included fewer persons (13.3%) with no opinion. The percentage of respondents in other income groups with no opinion ranged from 21.0% to 25.9%.

When responses were classified by age, it was revealed that the smallest percentage of persons (the under 25 age group, 43.0%) believed that the quality of education in Alabama compared favorably with that in the rest of the nation. The percentages of respondents in other age groups with the same opinion ranged as follows: 48.1% of those 25-39; 50.5% of those at least 60 years old; and 60.2% of those 40-59 years old.

Considerable variance of opinion was shown when responses were classified by occupation. More managers (64.0%) and laborer/farmers (66.7%) than students (38.5%) and unemployed persons (20.8%) believed that the quality of education in Alabama was as good as that in the rest of the nation.

CHART 25

CROSS TABULATIONS OF QUESTION #25

"WHAT IS YOUR IMPRESSION ABOUT THE QUALITY OF EDUCATION OF ALABAMA COLLEGES COMPARED WITH THOSE IN ALL OTHER STATES?"

1. not as good as those in other states 24.0%
2. as good as those in other states 51.2%
3. better than those in other states 4.0%
4. no opinion 20.9%

	not as good (percent)	as good (percent)	better than (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	24.0	51.2	4.0	20.9	
Sex					
Male	26.0	50.7	3.9	19.4	
Female	22.2	51.8	4.1	21.9	.6667
Age					
under 25	26.2	43.0	4.1	26.7	
25-39	27.9	48.1	2.2	21.9	
40-59	21.3	60.2	4.5	14.0	
60 and over	19.2	50.5	6.1	24.2	.0159
Income					
under $5,000	17.8	48.5	8.9	24.8	
$5,000-9,999	25.2	46.3	2.7	25.9	
$10,000-14,999	19.1	56.8	3.1	21.0	
$15,000 and above	30.0	52.9	3.8	13.3	.0035
Race					
White	24.1	52.0	3.9	20.0	
Black	25.0	43.5	4.3	27.2	
Indian	7.1	71.4	7.1	14.3	
Oriental	100.0	0.0	0.0	0.0	.3694
Education					
0-8 years	12.7	47.6	4.8	34.9	
9-12 years	16.9	56.0	3.6	23.5	
H.S. or G.E.D.	21.7	49.0	7.0	22.3	
Some college	24.5	56.3	2.1	17.2	
B.S. or more	46.3	40.0	3.2	10.5	<.0001
Location					
under 2,500	16.4	59.9	4.6	19.1	
2,500-9,999	20.6	51.1	5.7	22.7	
10,000-49,999	24.9	49.1	2.9	23.1	
50,000 and above	32.1	48.0	3.6	16.3	.0510
Occupation					
Professional	31.2	52.5	.7	15.6	
Managers	22.0	64.0	6.0	8.0	
Sales/clerk/service	26.4	51.7	0.0	21.8	
Crafts/operative	24.7	51.9	6.5	16.9	
Laborer/farmer	9.8	66.7	7.8	15.7	
Housewife	14.9	52.6	5.3	27.2	
Student	38.5	38.5	3.1	20.0	
Unemployed	25.0	20.8	8.3	45.8	
Retired	20.0	48.3	5.0	26.7	
Other	0.0	25.0	25.0	50.0	<.0001

Analysis of Chart 26

Of those who had an opinion (90.0%), the overwhelming majority (83.6%) believed that colleges and universities (faculty, staff, and students) should play an important role in the economic growth and development of the State. This belief was consistent when responses were classified by sex, age, race, geographical location, and occupation.

Inconsistencies appeared only when responses were classified according to income and level of education of respondents. The opinion that colleges should play an important role in the economic growth and development of the state was fairly uniform regardless of income. The inconsistency among opinions of the income groups was due to the large percentage of respondents with no opinion among the lower two income categories (under $5,000, 13.9%; $5,000-9,999, 12.1%).

In general, as income increased, the proportion of respondents with no opinion ranged from 13.9% of those with incomes of less than $5,000 to 6.7% of those with incomes of at least $15,000.

Classification by level of education revealed that as the education of respondents increased to the high school level the proportion of respondents with no opinion decreased. After the high school level the percentages stabilized around 5.7%. The percentages of respondents with no opinion ranged from 30.2% of those with no more than eight years of education to 5.3% of those with at least a bachelor's degree.

CHART 26

CROSS TABULATIONS OF QUESTION #26

"WHAT IS YOUR OPINION ABOUT THE ROLE COLLEGES AND UNIVERSITIES (FACULTY, STAFF AND STUDENTS) SHOULD PLAY IN THE ECONOMIC GROWTH AND DEVELOPMENT OF THE STATE?"

1.	they should play no role	1.9% > 6.3%
2.	they should play a role of little importance	4.4%
3.	they should play a fairly important role	36.8% > 83.6%
4.	they should play a very important role	46.8%
5.	no opinion	10.0%

	no role & role of little importance (percent)	fairly important & very important role (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	6.3	83.6	10.0	
Sex				
Male	6.5	81.5	11.9	
Female	6.2	85.5	8.3	.2816
Age				
under 25	6.9	82.3	10.9	
25-39	4.9	86.3	8.7	
40-59	6.4	85.4	8.2	
60 and over	8.1	76.8	15.2	.4600
Income				
under $5,000	5.0	81.2	13.9	
$5,000-9,999	4.0	83.9	12.1	
$10,000-14,999	2.5	89.5	8.0	
$15,000 and above	10.9	82.4	6.7	.0034
Race				
White	7.2	83.0	9.8	
Black	2.2	88.2	9.7	
Indian	0.0	78.6	21.4	
Oriental	0.0	100.0	0.0	.3728
Education				
0-8 years	4.8	65.1	30.2	
9-12 years	4.2	83.9	11.9	
H.S. or G.E.D.	6.4	87.9	5.7	
Some college	6.3	86.5	7.3	
B.S. or more	11.7	83.0	5.3	<.0001
Location				
under 2,500	4.6	83.0	12.4	
2,500-9,999	9.2	79.6	11.3	
10,000-49,999	4.0	87.3	8.7	
50,000 and above	8.2	84.1	7.7	.2415
Occupation				
Professional	8.6	84.3	7.1	
Managers	6.0	84.0	10.0	
Sales/clerk/service	2.2	91.1	6.7	
Crafts/operative	9.0	79.5	11.5	
Laborer/farmer	5.9	82.4	11.8	
Housewife	5.3	85.8	8.8	
Student	7.8	87.5	4.7	
Unemployed	0.0	83.3	16.7	
Retired	8.3	70.0	21.7	
Other	0.0	75.0	25.0	.1587

Analysis of Chart 27

Nearly half (47.4%) of the respondents either did not express an opinion or were undecided about the amount of money the state legislature gave to colleges and universities; therefore, nothing conclusive can be stated about the opinions of respondents. Of those who did express an opinion (52.6%), a majority (28.0%) indicated that colleges and universities did not receive enough money. Classification by sex and geographical location of respondents revealed no variation of opinion among groups in each classification.

Classification by age showed that as the age of respondents increased, the proportion of respondents who believed colleges do not receive enough money decreased. The percentages of respondents believing that the legislature does not grant enough money to colleges ranged from 35.2% of those younger than 25 years old to 21.2% of those at least 60 years old.

Belief that insufficient funds are allocated to support colleges was greatest (42.6%) in the low income group (less than $5,000). This proportion was more than twice that of the over $15,000 income group (20.3%).

Classification by race showed that of the Blacks (44.1%) and Whites (54.1%) who had an opinion, a larger proportion

of Blacks (38.7%) than Whites (26.1%) believed that colleges and universities in Alabama did not receive enough money.

Classification by level of education showed that as the level of education increased, the opinion that colleges have enough or too much money also increased. The proportion of respondents with this opinion ranged from 17.5% of those with no more than eight years of education to 40.0% of those with at least a bachelor's degree. As in the other classifications, there was a high proportion of respondents in each group who either had no opinion or were undecided.

Classification by occupation revealed that a low proportion of managers (18.0%) and a fairly high proportion of students (47.7%) believed that the legislature does not allocate sufficient funds to colleges and universities.

CHART 27

CROSS TABULATIONS OF QUESTION #27

"WHAT IS YOUR OPINION ABOUT THE AMOUNT OF MONEY THE STATE LEGISLATURE GIVES TO COLLEGES AND UNIVERSITIES?"

1. it does not give colleges and universities enough money 28.0%
2. it gives colleges and universities about the right amount of money 18.7%
3. it gives colleges and universities too much money 5.9%
   (2 + 3 = 24.6%)
4. not sure; need more information 41.2%
5. no opinion 6.2%

	not enough money (percent)	combined categories of: about the right amount & too much money (percent)	not sure need more information (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	28.0	24.6	41.2	6.2	
Sex					
Male	28.6	28.0	38.4	5.1	
Female	27.4	21.2	44.1	7.4	.1095
Age					
under 25	35.2	17.6	41.5	5.7	
25-39	29.5	19.7	45.4	5.5	
40-59	24.1	30.0	40.5	5.5	
60 and over	21.2	34.3	34.3	10.1	.0067
Income					
under $5,000	42.6	19.8	27.7	9.9	
$5,000-9,999	29.5	17.4	45.0	8.1	
$10,000-14,999	30.2	22.8	42.6	4.3	
$15,000 and above	20.3	32.0	44.0	3.7	<.0001
Race					
White	26.1	28.0	40.3	5.6	
Black	38.7	5.4	47.3	8.6	
Indian	28.6	14.3	42.9	14.3	
Oriental	100.0	.0	.0	.0	.0009
Education					
0-8 years	30.2	17.5	33.3	19.0	
9-12 years	30.4	17.9	44.0	7.7	
H.S. or G.E.D.	24.1	21.5	49.4	5.1	
Some college	28.1	28.1	41.1	2.6	
B.S. or more	28.4	40.0	29.5	2.1	<.0001
Location					
under 2,500	28.1	25.5	39.9	6.5	
2,500-9,999	29.6	20.4	41.5	8.5	
10,000-49,999	30.5	24.1	38.5	6.9	
50,000 and above	26.5	28.6	41.3	3.6	.6783
Occupation					
Professional	32.6	31.2	32.6	3.5	
Managers	18.0	32.0	48.0	2.0	
Sales/clerk/ service	25.6	20.0	50.0	4.4	
Crafts/operative	25.6	28.2	42.3	3.8	
Laborer/farmer	27.5	23.5	37.3	11.8	
Housewife	15.0	19.5	56.6	8.8	
Student	47.7	13.8	38.5	.0	
Unemployed	45.8	16.7	25.0	12.5	
Retired	26.7	31.7	26.7	15.0	
Other	25.0	25.0	25.0	25.0	<.0001

Analysis of Chart 28

Of those who had an opinion (52.7%) most respondents (45.0%) felt that Alabama colleges and universities used the money they received from the state government in a satisfactory manner. However, a large number of respondents (47.3%) either expressed no opinion or wanted more information, thereby limiting the meaningfulness of the results. Classification by sex and race of respondents revealed no significant variation in opinion.

Classification by income and age yielded no meaningful results because of the large proportion of respondents with no opinion.

When responses were classified according to geographical location it was apparent that more respondents (41.8%) living in localities with a population of less than 2,500 persons believed that Alabama colleges used state monies in a satisfactory manner than respondents living in larger population centers (2,500-9,999 population, 28.4%; 10,000-49,999, 29.3%; more than 49,999, 38.3%).

Classification by level of education showed that more respondents (45.3%) with at least a bachelor's degree believed that Alabama colleges and universities used state funds in a satisfactory manner than respondents with less education. The

percentages of respondents believing that Alabama colleges and universities satisfactorily utilized state funds ranged from 30.4% of those with a high school education or the equivalent to 45.3% of those with a bachelor's degree or more.

Classification by occupation revealed wide differences in opinion which were again due to the large proportion of respondents in each occupational category who either needed more information or had no opinion. Of the managers who had an opinion (60%), a majority (44%) felt that funds were being utilized satisfactorily, whereas, of the students who had an opinion (50.7%), less than half (24.6%) felt that funds were being used in satisfactory manner.

CHART 28

CROSS TABULATIONS OF QUESTION #28

"WHAT IS YOUR IMPRESSION ABOUT THE WAY ALABAMA COLLEGES AND UNIVERSITIES USE THE MONEY THEY GET FROM THE STATE GOVERNMENT?"

1. they use it in a poor way 7.7%
2. they use it in a fairly good way 34.2%
3. they use it in the best way 10.8%
4. not sure; need more information 40.1%
5. no opinion 7.2%

	they use it in a poor way (percent)	they use it in a fairly good way (percent)	they use it in the best way (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	7.7	34.2	10.8	40.1	7.2	
Sex						
Male	9.0	36.4	11.9	37.0	5.7	
Female	6.5	32.1	9.7	42.9	8.8	.1435
Age						
under 25	9.7	30.1	8.5	44.3	7.4	
25-39	6.6	30.6	9.8	47.0	6.0	
40-59	5.0	39.3	12.3	36.5	6.8	
60 and over	12.1	37.4	13.1	27.3	10.1	.0584
Income						
under $5,000	11.0	35.0	14.0	32.0	8.0	
$5,000-9,999	9.4	29.5	6.0	44.3	10.7	
$10,000-14,999	3.7	34.6	11.7	42.6	7.4	
$15,000 and above	8.3	37.8	10.4	39.8	3.7	.0523
Race						
White	7.9	36.3	10.0	39.1	6.8	
Black	7.5	20.4	16.1	47.3	8.6	
Indian	.0	38.5	7.7	38.5	15.4	
Oriental	.0	100.0	.0	.0	.0	.2560
Education						
0-8 years	6.5	33.9	14.5	30.6	14.5	
9-12 years	4.8	33.9	10.1	41.1	10.1	
H.S. or G.E.D.	7.6	30.4	9.5	45.6	7.0	
Some college	8.9	32.8	12.0	40.6	5.7	
B.S. or more	11.6	45.3	8.4	34.7	.0	.0342
Location						
under 2,500	4.6	41.8	11.1	37.3	5.2	
2,500-9,999	9.2	28.4	12.8	40.4	9.2	
10,000-49,999	7.5	29.3	13.8	39.7	9.8	
50,000 and above	9.2	38.3	7.1	40.8	4.6	.0949
Occupation						
Professional	9.2	34.8	11.3	39.0	5.7	
Managers	8.0	44.0	8.0	38.0	2.0	
Sales/clerk/service	5.6	35.6	4.4	45.6	8.9	
Crafts/operative	5.1	32.1	12.8	46.2	3.8	
Laborer/farmer	2.0	41.2	19.6	29.4	7.8	
Housewife	4.4	36.3	7.1	45.1	7.1	
Student	16.9	24.6	9.2	46.2	3.1	
Unemployed	12.5	20.8	20.8	20.8	25.0	
Retired	10.2	33.9	15.3	27.1	13.6	
Other	.0	25.0	25.0	25.0	25.0	.0035

Analysis of Chart 29

More than one-third (35.7%) of the respondents indicated they would be willing to pay more taxes for education in order to improve the quality of Alabama colleges and universities. An additional 24.9% indicated they would reluctantly pay more taxes for education. Only 23.2% of those replying to the survey indicated they would be opposed to paying more taxes to support improvement of the quality of higher education in Alabama colleges and universities. In breakdown by sex no significant variation of opinion was noted.

Classification by age revealed that respondents most likely to have school-age children (i.e., 25-39 and 40-59) were more willing to pay taxes for the improvement of education (25-39, 41.5%; 40-59, 39.6%) than either the younger (less than 25, 29.5%) or older (60 and over, 27.3%) age groups. The greatest proportion opposing increased taxes (37.4%) was the oldest group. A large proportion (24.4%) of the youngest group had no opinion.

Classification by income showed that the group with incomes of at least $15,000 had the largest proportion (40.8%) of respondents willing to pay more taxes. The highest income group also had the smallest proportion (10.0%) of respondents with no opinion. The group with incomes of less than $5,000 had the smallest proportion (30.0%) of respondents willing to

pay more taxes for improved education. The lowest income group also had the highest proportion (23%) of respondents with no opinion.

Classification by race showed that a larger proportion (33.3%) of Blacks than Whites (13.5%) had no opinion. However, of the Blacks who had an opinion (66.7%), a majority (40.9%) would be willing to pay more taxes to improve quality. Of the Whites who had an opinion, 35% were willing to pay more taxes, and 26.9% would reluctantly pay additional taxes for education.

Classification by level of education revealed that as education increased, the willingness to pay taxes for education increased. The percentages of respondents willing to pay increased taxes ranged from 25.8% of those with no more than eight years of education to 41% of those with at least a bachelor's degree. The group with no more than eight years of education had the largest proportion (40.3%) of respondents who were opposed to paying additional taxes for education.

Classification by geographical location showed that persons living in large urban areas were more willing to pay to improve higher education than persons in rural areas. As the population size of respondents' locality increased, willingness to pay taxes for education also increased. The percentages of supportive respondents ranged from 27.0% of those living in small rural areas to 40.3% of those living

in localities with a population of at least 50,000 persons.

Classification by occupation showed that larger proportions of professionals (48.2%), managers (42.0%) and students (40.0%) agreed to additional taxes for improvement in higher education than respondents in other occupational groups. Lesser proportions of retired (23.7%) and unemployed persons (20.8%) expressed willingness to pay more taxes for education.

CHART 29

CROSS TABULATIONS OF QUESTION #29

"IF IMPROVEMENT IN THE QUALITY OF EDUCATION OF ALABAMA COLLEGES AND UNIVERSITIES REQUIRED MORE MONEY WOULD YOU:"

1. be willing to pay more taxes for education 35.7%
2. be reluctant to pay more taxes for education 24.9%
3. oppose paying more taxes for education 23.2%
4. no opinion 16.3%

	willing to pay more taxes (percent)	reluctant to pay more taxes (percent)	oppose paying more taxes (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	35.7	24.9	23.2	16.3	
Sex					
Male	37.6	23.9	24.5	14.0	
Female	33.7	26.0	21.9	18.3	.3283
Age					
under 25	29.5	24.4	21.6	24.4	
25-39	41.5	27.3	16.4	14.8	
40-59	39.6	24.4	23.5	12.4	
60 and over	27.3	22.2	37.4	13.1	.0005
Income					
under $5,000	30.0	21.0	26.0	23.0	
$5,000-9,999	35.6	21.5	26.8	16.1	
$10,000-14,999	33.5	27.3	19.3	19.9	
$15,000 and above	40.8	29.2	20.0	10.0	.0228
Race					
White	35.0	26.9	24.6	13.5	
Black	40.9	11.8	14.0	33.3	
Indian	30.8	23.1	30.8	15.4	
Oriental	.0	100.0	.0	.0	<.0001
Education					
0-8 years	25.8	14.5	40.3	19.4	
9-12 years	32.7	21.4	25.6	20.2	
H.S. or G.E.D.	32.7	25.6	26.3	15.4	
Some college	41.7	27.1	14.6	16.7	
B.S. or more	41.1	32.6	20.0	6.3	.0005
Location					
under 2,500	27.0	23.0	29.6	20.4	
2,500-9,999	38.6	20.0	27.1	14.3	
10,000-49,999	37.4	27.6	19.0	16.1	
50,000 and above	40.3	27.6	18.9	13.3	.0487
Occupation					
Professional	48.2	22.7	14.9	14.2	
Managers	42.0	32.0	18.0	8.0	
Sales/clerk/service	31.1	23.3	26.7	18.9	
Crafts/operative	31.2	27.3	29.9	11.7	
Laborer/farmer	29.4	15.7	35.3	19.6	
Housewife	33.0	28.6	18.8	19.6	
Student	40.0	26.2	15.4	18.5	
Unemployed	20.8	16.7	25.0	37.5	
Retired	23.7	25.4	39.0	11.9	
Other	25.0	50.0	25.0	.0	.0039

Analysis of Chart 30

In general, there was overwhelming support for allocating the same amount or more money for higher education for the current year. Seventy-nine percent (79%) either favored the same money or more money than last year (47.0% favored the same money and 32.0% felt higher education should receive more money than last year).

There were no significant differences in the support for higher education by the following breakdowns: race, geographical location, sex, occupation, income, and level of education. Each category in each of these groups gave the same general support to higher education.

There was, however, a slight difference of opinion by age of respondents. In the under 25 age group, 78.9% of the respondents recommended that the same amount (40.3%) or more money (38.6%) be appropriated to higher education. This support increased to 81.2% in the 40-59 age group. Across all age categories, there was a uniform percentage of the respondents (around 4%) who advocated less money for higher education. The remaining respondents, around 17%, expressed no opinion.

CROSS TABULATIONS OF QUESTION # 30

"IF NO NEW TAXES WERE PASSED BY THE STATE LEGISLATURE, IN YOUR OPINION, HOW MUCH MONEY SHOULD COLLEGES AND UNIVERSITIES RECEIVE THIS YEAR?"

1. less money than last year 3.7%
2. about the same amount of money as last year 47.0%
3. more money than last year 32.0%
4. no opinion 17.3%

	less money than last year (percent)	same amount of money as last year (percent)	more money than last year (percent)	no opinion (percent)	prob-ab lity
OVERALL PERCENTAGES	3.7	47.0	32.0	17.3	
Sex					
Male	3.6	48.6	32.7	15.0	
Female	3.5	45.3	31.5	19.7	.4542
Age					
under 25	3.4	40.3	38.6	17.6	
25-39	3.8	39.3	40.4	16.4	
40-59	3.7	56.4	24.8	15.1	
60 and over	4.1	52.0	20.4	23.5	.0023
Income					
under $5,000	3.0	50.0	31.0	16.0	
$5,000-9,999	3.4	47.0	32.9	16.8	
$10,000-14,999	3.1	45.1	35.8	16.0	
$15,000 and above	4.2	48.3	31.7	15.8	.9970
Race					
White	4.2	48.2	31.1	16.5	
Black	1.1	44.6	33.7	20.7	
Indian	.0	15.4	53.8	30.8	
Oriental	.0	.0	100.0	.0	.2059
Education					
0-8 years	1.6	58.1	8.1	32.3	
9-12 years	2.4	47.0	33.3	17.3	
H.S. or G.E.D.	3.8	49.0	29.3	17.8	
Some college	3.6	39.6	40.6	16.1	
B.S. or more	7.4	50.5	32.6	9.5	.0002
Location					
under 2,500	3.9	57.5	25.5	13.1	
2,500-9,999	2.1	46.4	30.0	21.4	
10,000-49,999	3.4	46.6	33.9	16.1	
50,000 and above	5.1	40.0	37.4	17.4	.0933
Occupation					
Professional	5.0	35.5	39.0	20.6	
Managers	.0	58.0	26.0	16.0	
Sales/clerk/service	4.4	47.8	33.3	14.4	
Crafts/operative	5.2	54.5	24.7	15.6	
Laborer/farmer	3.9	52.9	35.3	7.8	
Housewife	3.5	50.4	26.5	19.5	
Student	4.6	35.4	46.2	13.8	
Unemployed	.0	41.7	33.3	25.0	
Retired	1.7	58.6	17.2	22.4	
Other	.0	50.0	50.0	.0	.1061

Analysis of Chart 31

Of the respondents who had an opinion (45.3%) the majority (28.7%) believed that teachers were paid about the right amount. The large proportion (54.8%) of respondents who were either unsure or did not have an opinion suggests that little was known by the respondents about salaries of college instructors and professors. The opinion that college instructors are paid appropriately and the lack of opinion were consistent in breakout by race.

Classification by sex showed that more females (53.5%) than males (41.9%) were undecided and needed more information, whereas a larger proportion of males (32.6%) than females (24.1%) believed that salaries for college instructors were commensurate with qualifications and responsibilities.

Classification by age showed that as age increased, the ability to judge the appropriateness of college faculty salaries also increased. More than half (56.3%) of the respondents younger than 25 needed more information whereas about one-third (35.4%) of those at least 60 years old indicated a need for more information. Nearly twice as many of the middle-aged respondents (25 to 39 years old, 14.8%; 40 to 59 years old, 18.7%) believed that college instructors were not paid enough compared to the older and younger

respondents (younger than 25, 8.5%; at least 60 years old, 9.1%).

Classification by income revealed that more respondents (60.0%) with the smallest incomes (under $5,000) had an opinion than respondents (about 45.0%) with greater incomes. Further, more respondents (46.0%) with the smallest incomes (under $5,000) believed the salaries for college instructors were appropriate. The proportion of respondents with this belief from other income categories ranged from 22.8% of those with incomes of $5,000 to $9,999 to 30.1% of those with incomes of $10,000-$14,999.

Classification by level of education showed that the group with the least education (0 to 8 years) had the smallest proportion of respondents who needed more information (30.6%), and this group had the largest proportion of respondents (16.1%) with no opinion. The group with the least education also had the largest proportion (41.9%) of respondents believing that college instructors were paid appropriately. Other groups were fairly uniform in their opinions, except for the group with at least a bachelor's degree. This group had the largest proportion (24.7%) of respondents who believed that college instructors did not receive adequate salaries.

Classification by geographical location indicated that as the size of the locality in which a respondent lived increased, the percentage of respondents who believed that college teachers were not paid enough also increased. For example, 9.8% of the respondents living in localities with less than 2,500 persons felt salaries for college professors were inadequate. This increased to 19.0% of those persons living in localities with 50,000 and above.

Classification by occupation revealed considerable variation in opinion. The proportion of respondents who were undecided and needed more information ranged from a low of 29.2% of the unemployed group to a high of 58.9% of the students. The professional group had the largest proportion (25.2%) and the sales/clerk/service group had the smallest proportion (6.7%) who felt that salaries for college instructors were inadequate. The laborer/farmer group had the largest proportion (41.2%) of respondents who believed that salaries for college instructors were appropriate or equitable.

CROSS TABULATIONS OF QUESTION #31

"WHAT IS YOUR OPINION ABOUT THE SALARY COLLEGE TEACHERS ARE PAID IN ALABAMA?"

1. not paid enough 13.6%
2. paid about the right amount 28.7%
3. paid too much 3.0%
4. not sure; need more information 47.6%
5. no opinion 7.2%

	not paid enough (percent)	paid about the right amount (percent)	paid too much (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	13.6	28.7	3.0	47.6	7.2	
Sex						
Male	13.8	32.6	4.5	41.9	7.2	
Female	13.5	24.1	1.5	53.5	7.4	.0065
Age						
under 25	8.5	27.8	2.3	56.3	5.1	
25-39	14.8	24.7	2.2	51.1	7.1	
40-59	18.7	26.9	3.2	43.4	7.8	
60 and over	9.1	40.4	5.1	35.4	10.1	.0080
Income						
under $5,000	12.0	46.0	2.0	30.0	10.0	
$5,000-9,999	12.8	22.8	4.0	49.7	10.7	
$10,000-14,999	11.7	30.1	1.8	50.9	5.5	
$15,000 and above	15.9	25.1	3.3	50.6	5.0	.0028
Race						
White	13.9	29.5	3.5	47.2	6.0	
Black	12.9	24.7	0.0	47.3	15.1	
Indian	7.7	23.1	0.0	61.5	7.7	
Oriental	0.0	0.0	0.0	100.0	0.0	.2065
Education						
0-8 years	8.1	41.9	3.2	30.6	16.1	
9-12 years	11.9	29.2	1.2	48.2	9.5	
H.S. or G.E.D.	9.4	28.3	5.0	50.3	6.9	
Some college	15.1	25.0	2.1	54.2	3.6	
B.S. or more	24.7	26.9	4.3	40.9	3.2	.0003
Location						
under 2,500	9.8	39.2	1.3	41.2	8.5	
2,500-9,999	12.1	28.4	1.4	50.4	7.8	
10,000-49,999	13.2	25.9	5.2	47.7	8.0	
50,000 and above	19.0	24.1	3.6	48.7	4.6	.0261
Occupation						
Professional	25.2	20.9	3.6	43.9	6.5	
Managers	8.0	32.0	4.0	52.0	4.0	
Sales/clerk/service	6.7	26.7	2.2	58.9	5.6	
Crafts/operative	11.5	34.6	6.4	39.7	7.7	
Laborer/farmer	7.8	41.2	3.9	41.2	5.9	
Housewife	13.2	26.3	0.0	50.9	9.6	
Student	10.8	26.2	3.1	58.5	1.5	
Unemployed	20.8	33.3	0.0	29.2	16.7	
Retired	11.9	33.9	3.4	39.0	11.9	
Other	0.0	25.0	0.0	50.0	25.0	.0110

Analysis of Chart 32

When asked for an opinion about the salaries of college administrators, most of the respondents (58.5%) either indicated a need for more information or did not express an opinion. Of those who did have an opinion (41.6%), a majority (26.9%) felt that the salaries of college administrators were adequate. Classification of opinions by race and geographical location revealed approximately the same proportion of persons who were unwilling or unable to make judgments.

The most significant inconsistencies in opinions resulted from the variance in the proportion of persons in each classification who needed more information rather than from a variance in their opinions about the amount of money paid to college administrators. Classification of opinions by sex showed that more females (66.1%) than males (51.1%) had not formulated an opinion.

Classification by age showed that the proportion of respondents believing that administrators' salaries were adequate increased as age increased. Twenty-three percent (23.4%) of the respondents less than 25 years old felt salaries were adequate, whereas 37.4% of those at least 60 years old shared that opinion.

Classification by income revealed that the proportion of persons desiring more information to make a judgment increased as income increased. Further, a larger proportion (43.0%) of the smallest income group (less than $5,000) believed college administrators received adequate salaries than did the proportion of other income groups (23.5% to 25.0%).

Classification by level of education revealed that the group with no more than eight years of education had the smallest proportion of respondents (32.3%) who were undecided and needed more information. About half of the respondents in all other education groups also needed more information.

Classification by occupation also revealed that inconsistencies resulted from the variation in the proportion of respondents requiring additional information, rather than from variation in opinions about salaries of college administrators.

CHART 32

CROSS TABULATIONS OF QUESTION #32

"WHAT IS YOUR OPINION ABOUT THE SALARY COLLEGE ADMINISTRATORS ARE PAID IN ALABAMA?"

1. not paid enough 3.0%
2. paid about the right amount 26.9%
3. paid too much 11.7%
4 not sure· need more information 50.5%
5. no opinion 8.0%

	not paid enough (percent)	paid about the right amount (percent)	paid too much (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	3.0	26.9	11.7	50.5	8.0	
Sex						
Male	3.3	31.6	14.0	43.9	7.2	
Female	2.7	22.1	9.1	57.5	8.6	.0031
Age						
under 25	1.1	23.4	13.7	56.0	5.7	
25-39	1.6	25.1	11.5	54.1	7.7	
40-59	5.5	26.0	11.4	49.3	7.8	
60 and over	3.0	37.4	9.1	37.4	13.1	.0241
Income						
under $5,000	5.0	43.0	13.0	30.0	9.0	
$5,000-9,999	.7	23.5	14.1	49.7	12.1	
$10,000-14,999	2.5	23.5	11.1	54.9	8.0	
$15,000 and above	3.8	25.0	10.4	56.3	4.6	.0005
Race						
White	3.0	27.0	12.5	50.2	7.4	
Black	3.2	28.0	5.4	51.6	11.8	
Indian	.0	15.4	23.1	53.8	7.7	
Oriental	0.0	.0	.0	100.0	.0	.6996
Education						
0-8 years	1.6	37.1	11.3	32.3	17.7	
9-12 years	3.6	24.6	8.4	53.3	10.2	
H.S. or G.E.D.	.6	28.5	8.9	53.2	8.9	
Some college	3.1	24.5	15.6	53.1	3.6	
B.S. or more	6.3	26.3	14.7	49.5	3.2	.0018
Location						
under 2,500	2.6	33.3	10.5	43.1	10.5	
2,500-9,999	5.0	24.8	9.2	53.2	7.8	
10,000-49,999	1.1	27.6	10.3	52.3	8.6	
50,000 and above	3.6	23.6	16.4	50.8	5.6	.1581
Occupation						
Professional	3.5	24.1	14.9	52.5	5.0	
Managers	2.0	30.0	6.0	56.0	6.0	
Sales/clerk/service	2.2	25.6	10.0	57.8	4.4	
Crafts/operative	2.6	30.8	17.9	39.7	9.0	
Laborer/farmer	.0	35.3	13.7	43.1	7.8	
Housewife	2.7	19.5	6.2	61.1	10.6	
Student	3.1	25.0	15.6	53.1	3.1	
Unemployed	8.3	29.2	20.8	29.2	12.5	
Retired	5.1	37.3	5.1	35.6	16.9	
Other	.0	25.0	.0	50.0	25.0	.0421

Analysis of Chart 33

Of those who had an opinion (58.8%), a majority (34.2%) of the respondents were satisfied with the coordination of colleges and universities at the state level. This opinion was consistent for classifications by race and occupation.

Classification by sex showed that more males (37.3%) than females (31.4%) felt Alabama colleges and universities were coordinated in a satisfactory way. More females (45.7%) than males (36.2%) either needed more information or had no opinion about the coordination of postsecondary institutions.

Classification by age revealed that satisfaction with the coordination of Alabama postsecondary institutions decreased with age from 38.6% of those younger than 25 years to 22.2% of those at least 60 years old.

Classification by income showed that the largest proportion (45.1%) of respondents who were satisfied with the coordination of higher educational institutions came from the group with incomes between $10,000 and $14,999. The largest proportion (18.7%) of respondents who were dissatisfied with coordination came from the group with incomes greater than $15,000.

Classification by level of education showed that the group of respondents with at least a bachelor's degree had the largest proportion (29.5%) of persons with the opinion that Alabama

colleges and universities were poorly coordinated at the state level. In general, as education increased, the proportion of respondents who believed that postsecondary institutions were well coordinated decreased; 14.3% of those with no more than eight years of education decreased to 5.3% of those with at least a bachelor's degree. Further, the proportion of respondents with no opinion decreased as education increased.

Classification by location showed that as localities increased in size beyond 9,999 persons, the proportion of respondents believing that postsecondary institutions were poorly coordinated at the state level also increased. The proportion of persons with the belief ranged from 9.1% of those living in localities with a population of between 2,500 and 1,999 persons to 19.0% of those living in localities with a population greater than 49,999.

CHART 33

CROSS TABULATIONS OF QUESTION #33

"WHAT IS YOUR OPINION ABOUT THE WAY COLLEGES AND UNIVERSITIES ARE COORDINATED AT THE STATE LEVEL?"

1. they seem to be poorly coordinated 12.8%
2. they seem to be coordinated in a satisfactory way 34.2%
3. they seem to be coordinated very well 11.8%
4. not sure; need more information 30.9%
5. no opinion 10.3%

	poorly co-ordinated (percent)	coordinated satisfactorily (percent)	coordinated very well (percent)	not sure (percent)	no opinion (percent)	proba-bility
OVERALL PERCENTAGES	12.8	34.2	11.8	30.9	10.3	
Sex						
Male	15.2	37.3	11.3	28.4	7.8	
Female	10.6	31.4	12.3	33.1	12.6	.0426
Age						
under 25	11.9	38.6	9.7	31.3	8.5	
25-39	11.5	38.5	9.3	32.4	8.2	
40-59	13.6	32.1	12.2	32.6	9.5	
60 and over	15.2	22.2	19.2	24.2	19.2	.0186
Income						
under $5,000	16.8	32.7	13.9	22.8	13.9	
$5,000-9,999	6.7	32.9	12.8	35.6	12.1	
$10,000-14,999	8.6	45.1	10.5	28.4	7.4	
$15,000 and above	18.7	29.5	11.6	32.8	7.5	.0024
Race						
White	13.5	34.8	11.0	30.6	10.1	
Black	10.9	30.4	15.2	32.6	10.9	
Indian	0.0	28.6	21.4	35.7	14.3	
Oriental	0.0	100.0	0.0	0.0	0.0	.8208
Education						
0-8 years	9.5	31.7	14.3	22.2	22.2	
9-12 years	7.7	31.5	13.7	33.3	13.7	
H.S. or G.E.D.	6.9	35.8	12.6	36.5	8.2	
Some college	14.7	35.6	12.0	30.4	7.3	
B.S. or more	29.5	35.8	5.3	25.3	4.2	<.0001
Location						
under 2,500	9.8	38.6	13.7	28.8	9.2	
2,500-9,999	9.1	32.9	14.0	26.6	17.5	
10,000-49,999	12.6	34.5	12.1	32.8	8.0	
50,000 and above	19.0	31.8	8.7	32.3	8.2	.0330
Occupation						
Professional	17.7	34.8	7.8	32.6	7.1	
Managers	12.0	36.0	14.0	32.0	6.0	
Sales/clerk/service	11.2	34.8	13.5	36.0	4.5	
Crafts/operative	15.4	33.3	12.8	30.8	7.7	
Laborer/farmer	5.9	47.1	9.8	29.4	7.8	
Housewife	9.6	28.9	12.3	33.3	15.8	
Student	13.8	40.0	9.2	29.2	7.7	
Unemployed	12.5	37.5	12.5	16.7	20.8	
Retired	11.7	25.0	18.3	23.3	21.7	
Other	25.0	0.0	25.0	25.0	25.0	.1629

Analysis of Chart 34

Of the respondents who had an opinion (55.9%), a majority (35.3%) believed that the Alabama Commission on Higher Education plans satisfactorily for Alabama colleges and universities. This opinion was consistent for respondents by age, race, geographical location, sex, and occupation.

Inconsistencies of opinion were detected when respondents were classified by education and income, especially in the proportion of respondents who were undecided or had no opinion. As the education of respondents increased, the proportion of persons who were undecided or did not have an opinion also increased. The proportion of respondents who were undecided ranged from 28.6% of those with no more than eight years of education to 44.2% of those with at least a bachelors degree.

Classification by income revealed that the primary inconsistency was in the proportion of persons who needed more information in order to make judgments. The group with the lowest income (less than $5,000) had the smallest proportion of persons wanting more information, whereas the group with incomes of $10,000 to $14,999 had the largest proportion (42.0%) of persons who were undecided about the quality of the planning for Alabama colleges and universities done by the Alabama Commission on Higher Education.

CROSS TABULATIONS OF QUESTION #34

"WHAT IS YOUR OPINION ABOUT THE QUALITY OF THE JOB THE ALABAMA COMMISSION ON HIGHER EDUCATION DOES IN PLANNING FOR COLLEGES AND UNIVERSITIES IN THIS STATE?"

1. it is doing a poor job 11.8%
2. it is doing a satisfactory job 35.3%
3. it is doing a very good job 8.8%
4. not sure; need more information 36.7%
5. no opinion 7.4%

	a poor job (percent)	satisfactory job (percent)	very good job (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	11.8	35.3	8.8	36.7	7.4	
Sex						
Male	14.6	35.7	8.6	34.2	6.8	
Female	8.8	35.3	8.8	39.1	7.9	.1854
Age						
under 25	11.9	34.1	10.2	37.5	6.3	
25-39	9.8	35.0	5.5	42.6	7.1	
40-59	13.2	36.4	11.4	33.2	5.9	
60 and over	12.1	35.4	7.1	32.3	13.1	.2861
Income						
under $5,000	19.8	45.5	9.9	18.8	5.9	
$5,000-9,999	10.1	30.9	10.7	36.9	11.4	
$10,000-14,999	6.8	38.9	7.4	42.0	4.9	
$15,000 and above	13.3	32.8	8.7	39.4	5.8	.0014
Race						
White	10.5	34.7	8.8	38.7	7.4	
Black	21.5	35.5	9.7	25.8	7.5	
Indian	0.0	57.1	7.1	28.6	7.1	
Oriental	0.0	100.0	0.0	0.0	0.0	.1251
Education						
0-8 years	12.7	38.1	9.5	28.6	11.1	
9-12 years	10.1	38.7	13.1	29.8	8.3	
H.S. or G.E.D.	12.7	30.4	10.1	39.2	7.6	
Some college	9.4	38.5	6.8	40.1	5.2	
B.S. or more	16.8	30.5	3.2	44.2	5.3	.0996
Location						
under 2,500	10.5	40.5	10.5	33.3	5.2	
2,500-9,999	11.3	35.2	9.2	38.0	6.3	
10,000-49,999	12.1	32.2	9.2	36.2	10.3	
50,000 and above	13.3	35.7	6.6	37.2	7.1	.8146
Occupation						
Professional	12.8	33.3	4.3	45.4	4.3	
Managers	4.0	40.0	6.0	44.0	6.0	
Sales/clerk/service	12.2	33.3	11.1	36.7	6.7	
Crafts/operative	15.4	37.2	12.8	29.5	5.1	
Laborer/farmer	13.7	41.2	9.8	27.5	7.8	
Housewife	9.7	30.1	12.4	38.9	8.8	
Student	9.2	41.5	6.2	36.9	6.2	
Unemployed	20.8	37.5	4.2	20.8	16.7	
Retired	13.3	35.0	8.3	30.0	13.3	
Other	0.0	25.0	25.0	25.0	25.0	.3590

Analysis of Chart 35

Of the respondents who had an opinion (61.0%), a majority (34.4%) felt that the Alabama Commission on Higher Education (ACHE) should have power only to make recommendations. A smaller proportion (26.6%) felt that ACHE should also have power to enforce its recommendations. This opinion was shared with little variation by persons in breakouts by sex, age, income, level of education, and geographical location.

Classification by race revealed that more Blacks (41.3%) than Whites (24.6%) believed ACHE should have power to make and enforce recommendations. Conversely, more Whites (36.3%) than Blacks (19.6%) felt that ACHE should only have power to make recommendations.

Classification by occupation revealed that managers had the largest proportion of respondents (44.0%) who felt that ACHE should only have power to make recommendations. The unemployed group had the largest proportion (30.4%) of persons who felt that ACHE should have the power to enforce its recommendations, and the smallest proportion (21.7%) who felt that ACHE should only have power to make recommendations. In all income groups there was a large proportion of respondents who were unsure or had no opinion.

CROSS TABULATIONS OF QUESTION #35

"HOW MUCH POWER DO YOU THINK THE ALABAMA COMMISSION ON HIGHER EDUCATION SHOULD HAVE IN MANAGING COLLEGES AND UNIVERSITIES IN THIS STATE?"

1. they should have power to make recommendations only 34.4%
2. they should have power to make recommendations and enforce them 26.6%
3. not sure; need more information 30.4%
4. no opinion 8.6%

	recommendations only (percent)	recommendations and enforce (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	34.4	26.6	30.4	8.6	
Sex					
Male	33.7	26.9	32.5	6.9	
Female	34.8	26.3	28.6	10.3	.3516
Age					
under 25	29.7	29.1	33.1	8.0	
25-39	37.2	27.3	27.9	7.7	
40-59	36.5	22.4	33.3	7.8	
60 and over	32.3	30.3	24.2	13.1	.3622
Income					
under $5,000	28.7	36.6	25.7	8.9	
$5,000-9,999	32.4	27.7	29.1	10.8	
$10,000-14,999	35.2	28.4	29.6	6.8	
$15,000 and above	40.0	20.4	32.9	6.7	.1100
Race					
White	36.3	24.6	30.7	8.4	
Black	19.6	41.3	30.4	8.7	
Indian	50.0	14.3	21.4	14.3	
Oriental	100.0	0.0	0.0	0.0	.0213
Education					
0-8 years	27.0	27.0	31.7	14.3	
9-12 years	31.7	26.9	29.9	11.4	
H.S. or G.E.D.	32.3	30.4	29.1	8.2	
Some college	38.5	24.5	30.7	6.3	
B.S. or more	40.0	23.2	32.6	4.2	.3959
Location					
under 2,500	31.4	28.1	30.7	9.8	
2,500-9,999	41.1	22.0	29.1	7.8	
10,000-49,999	31.8	31.8	28.3	8.1	
50,000 and above	35.7	24.5	31.1	8.7	.6699
Occupation					
Professional	37.6	29.8	29.1	3.5	
Managers	44.0	14.0	36.0	6.0	
Sales/clerk/service	40.0	25.6	28.9	5.6	
Crafts/operative	24.4	33.3	33.3	9.0	
Laborer/farmer	35.3	17.6	39.2	7.8	
Housewife	30.4	25.9	27.7	16.1	
Student	38.5	24.6	32.3	4.6	
Unemployed	21.7	30.4	21.7	26.1	
Retired	31.7	30.0	26.7	11.7	
Other	50.0	25.0	25.0	0.0	.0432

Analysis of Chart 36

Of the respondents (85.8%) who had an opinion, more than half (45.5%) believed that a college education was available to adults over 25 years of age and another large proportion (30.3%) of those with opinions believed it to be easily available. This opinion was consistent for categories by sex and geographical location.

Classification by age showed that those persons between the ages of 25 and 39 and to whom the question was, perhaps, most applicable, composed the group having the largest proportion (50.3%) of respondents who felt that education was available to persons older than 25. The proportion of persons sharing this belief decreased as age increased (40 years old to 59 years old, 45.5%; at least 60 years old, 41.4%). Further, the largest proportion (9.1%) of persons with no opinion came from the group of persons at least 60 years old.

Classification by income showed that as income increased, the proportion of respondents believing education to be easily available to persons over 25 years old increased (from 18.8% of those with incomes of more than $14,999) and the proportion of persons who were undecided decreased (from 16.8% of those with incomes of less than $5,000 to 7.9% of those with incomes of more than $14,999).

Classification by race showed that more Whites (32.7%) than Blacks (18.3%) believed that education is available to persons older than 25. Further, more Blacks (23.7%) than Whites (8.8%) indicated they needed more information in order to make a judgment.

Classification by level of education revealed that as the education of respondents increased, the proportion of persons believing that a college education was easily available to persons older than 25 also increased. The proportion ranged from 17.5% of those with no more than eight years of education to 44.2% of those with at least a bachelor's degree.

Classification by occupation revealed considerable variation in opinion. The proportion of respondents who felt that education was not easily available to persons 25 and older ranged from 0.0% of the managers to 17.9% of the crafts/ operative group. The proportion of those who felt that education was easily available ranged from 20.8% of the unemployed persons to 44.0% of the managers. In general, the higher level occupations believed education to be easily available to adults over age 25. Even the unemployed group of respondents had half (50.0%) believing that education was either easily available or available with some difficulty to persons 25 or older.

CHART 36

CROSS TABULATIONS OF QUESTION #36

"HOW AVAILABLE DO YOU THINK A COLLEGE EDUCATION IS TO ADULTS OVER THE AGE OF 25?"

1. not easily available 10.0%
2. available, but with some difficulty 45.5%
3. easily available 30.3%
4. not sure; need more information 11.3%
5. no opinion 2.8%

	not easily available (percent)	somewhat available (percent)	easily available (percent)	not sure (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	10.0	45.5	30.3	11.3	2.8	
Sex						
Male	9.2	48.2	28.6	10.4	3.6	
Female	10.[illegible]	43.2	31.8	12.1	2.1	.4439
Age						
under 25	10.8	43.2	30.1	13.6	2.3	
25-39	13.7	50.3	24.6	10.9	.5	
40-59	5.9	45.5	35.9	10.5	2.3	
60 and over	11.1	41.4	28.3	10.1	9.1	.0019
Income						
under $5,000	18.8	40.6	18.8	16.8	5.0	
$5,000-9,999	12.8	45.6	22.8	14.8	4.0	
$10,000-14,999	12.3	49.7	27.6	9.2	1.2	
$15,000 and above	2.9	45.4	43.3	7.9	.4	<.0001
Race						
White	10.0	46.2	32.7	8.8	2.3	
Black	9.7	43.0	18.3	23.7	5.4	
Indian	14.3	28.6	14.3	35.7	7.1	
Oriental	0.0	100.0	0.0	0.0	0.0	.0003
Education						
0-8 years	14.3	39.7	17.5	14.3	14.3	
9-12 years	10.8	41.9	23.4	18.6	5.4	
H.S. or G.E.D.	10.7	45.3	30.2	13.8	0.0	
Some college	10.9	50.0	34.4	4.7	0.0	
B.S. or more	3.2	47.4	44.2	5.3	0.0	<.0001
Location						
under 2,500	10.5	47.1	28.8	11.1	2.6	
2,500-9,999	9.8	45.5	27.3	13.3	4.2	
10,000-49,999	11.0	43.9	31.8	11.0	2.3	
50,000 and above	9.7	46.4	32.1	9.7	2.0	.9860
Occupation						
Professional	7.1	55.3	31.9	5.7	0.0	
Managers	0.0	44.0	44.0	12.0	0.0	
Sales/clerk/service	13.3	40.0	35.6	11.1	0.0	
Crafts/operative	17.9	43.6	25.6	9.0	3.8	
Laborer/farmer	15.7	49.0	21.6	11.8	2.0	
Housewife	7.1	42.5	31.9	14.2	4.4	
Student	9.2	43.1	32.3	15.4	0.0	
Unemployed	16.7	29.2	20.8	20.8	12.5	
Retired	10.0	46.7	23.3	8.3	11.7	
Other	0.0	50.0	0.0	50.0	0.0	<.0001

Analysis of Chart 37

Of the respondents who had an opinion (87.1%), over half (49.7%) indicated that Alabama colleges and universities should become more involved in vocational/technical education and only a small proportion (3.9%) preferred less involvement. This opinion was shared to the same degree by respondents in categories by sex and geographical location.

Variation in opinion appeared among the different age groups. As age increased, the proportion of respondents favoring increased involvement declined. More specifically, 56.6% of those less than 25 years old and 36.4% of those more than 59 years old favored increased involvement. Further, the proportion of respondents with no opinion increased from 10.9% of those younger than 25 to 15.2% of those 60 years old and over.

Classification by income showed that as income increased, the proportion of respondents believing that involvement in vocational/technical education should remain the same also increased. The proportion of respondents with this opinion increased from 27.7% of those with incomes less than $5,000 to 39.1% of those with incomes greater than $14,999. Further, the proportion of respondents who felt that there should be increased involvement in vocational/technical education decreased as income increased to greater than $10,000. The

proportion of respondents supporting increased involvement decreased from 57.0% of those with incomes between $5,000 and $9,999 to 51.2% of those with incomes between $10,000-14,999 and 43.3% of those with incomes greater than $14,999.

Classification by race showed that more Blacks (61.3%) than Whites (48.4%) believed that colleges and universities should be more involved in vocational/technical education.

Classification by level of education revealed that the proportion of respondents believing in increased involvement in vocational/technical education (about 50.0%) remained constant until respondents had at least a bachelor's degree. at which point the proportion dropped to 35.8%.

Classification by occupation showed no meaningful pattern. The retired group had the smallest proportion of respondents (35.0%) believing in increased involvement in vocational/technical education; whereas the highest proportion (61.1%) with this belief came from the sales/clerk/service group.

CROSS TABULATIONS OF QUESTION #37

"SOME ALABAMA COLLEGES AND UNIVERSITIES ARE NOT CURRENTLY HEAVILY INVOLVED IN VOCATIONAL/TECHNICAL EDUCATION. SHOULD THEY:"

1. become heavily involved in vocational/technical education 49.7%
2. keep about the same programs they already have 33.4%
3. become less involved in vocational/technical education 4.0%
4. drop all vocational/technical education 1.9%
5. no opinion 10.9%

	become heavily involved (percent)	keep the same programs (percent)	become less involved (percent)	drop all voc/tech education (percent)	no opinion (percent)	probability
OVERALL PERCENTAGES	49.7	33.4	4.0	1.9	10.9	
Sex						
Male	49.7	33.0	3.9	2.4	11.0	
Female	49.9	34.1	3.9	1.5	10.7	.9413
Age						
under 25	56.6	29.7	1.7	1.1	10.9	
25-39	55.2	28.4	4.4	1.6	10.4	
40-59	45.9	37.6	5.5	1.4	9.6	
60 and over	36.4	39.4	4.0	5.1	15.2	.0292
Income						
under $5,000	56.4	27.7	1.0	3.0	11.9	
$5,000-9,999	57.0	30.2	.7	3.4	8.7	
$10,000-14,999	51.2	32.1	5.6	1.2	9.9	
$15,000 and above	43.3	39.1	6.3	1.3	10.1	.0337
Race						
White	48.4	34.7	4.4	2.3	10.2	
Black	61.3	25.8	1.1	0.0	11.8	
Indian	28.6	28.6	7.1	0.0	35.7	
Oriental	0.0	100.0	0.0	0.0	0.0	.0483
Education						
0-8 years	52.4	25.4	1.6	1.6	19.0	
9-12 years	51.8	31.3	2.4	0.0	14.5	
H.S. or G.E.D.	54.8	29.3	2.5	2.5	10.8	
Some college	50.5	37.5	3.6	3.1	5.2	
B.S. or more	35.8	40.0	11.6	2.1	10.5	.0004
Location						
under 2,500	49.7	35.9	2.0	2.0	10.5	
2,500-9,999	54.6	30.5	2.8	1.4	10.6	
10,000-49,999	43.9	41.0	3.5	1.2	10.4	
50,000 and above	50.3	28.7	7.2	3.1	10.8	.2072
Occupation						
Professional	43.3	37.6	8.5	1.4	9.2	
Managers	49.0	34.7	4.1	2.0	10.2	
Sales/clerk/service	61.1	28.9	0.0	2.2	7.8	
Crafts/operative	53.8	32.1	2.6	1.3	10.3	
Laborer/farmer	54.9	35.3	0.0	0.0	9.8	
Housewife	50.0	30.4	5.4	.9	13.4	
Student	46.9	37.5	4.7	1.6	9.4	
Unemployed	66.7	16.7	0.0	0.0	16.7	
Retired	35.0	40.0	3.3	8.3	13.3	
Other	50.0	0.0	0.0	0.0	50.0	.0311

Analysis of Chart 38

Although both sexes were almost equally represented by the respondents (male, 49.6%; female, 50.4%), their characteristics varied greatly, except for income, geographical location, and race.

Classification of sex by level of education indicated that more males (66.7%) than females (33.3%) had no more than an eighth grade education. However, more males (52.6%) than females (47.4%) had at least a bachelor's degree.

Classification of sex by age revealed that of the respondents above 59 years old, more males (62.6%) than females (37.4%) responded to the questionnaire. The other age groups were almost equally represented by males and females.

Classification of sex by occupation revealed the traditional dichotomy of a larger proportion of males (80.0%) than females (20.0%) in managerial positions and a larger proportion of females (68.5%) than males (31.5%) in sales/clerk/service occupations. Both sexes were almost equally represented in the professional occupations (males, 53.9%; females, 46.1%).

CHART 38

CROSS TABULATIONS OF QUESTION #38

"WHAT IS YOUR SEX?"

1. male 49.6%
2. female 50.4%

	male (percent)	female (percent)	probability
OVERALL PERCENTAGES	49.6	50.4	
Age			
under 25	49.4	50.6	
25-39	46.1	53.9	
40-59	46.6	53.4	
60 and over	62.6	37.4	.0386
Income			
under $5,000	51.5	48.5	
$5,000-9,999	49.7	50.3	
$10,000-14,999	43.8	56.2	
$15,000 and above	50.6	49.4	.5206
Race			
White	49.8	50.2	
Black	52.2	47.8	
Indian	28.6	71.4	
Oriental	0.0	100.0	.2939
Education			
0-8 years	66.7	33.3	
9-12 years	45.5	54.5	
H.S. or G.E.D.	42.4	57.6	
Some college	51.3	48.7	
B.S. or more	52.6	47.4	.0153
Location			
under 2,500	48.0	52.0	
2,500-9,999	48.3	51.7	
10,000-49,999	48.3	51.7	
50,000 and above	53.3	46.7	.6913
Occupation			
Professional	53.9	46.1	
Managers	80.0	20.0	
Sales/clerk/service	31.5	68.5	
Crafts/operative	80.8	19.2	
Laborer/farmer	68.6	31.4	
Housewife	0.0	100.0	
Student	56.9	43.1	
Unemployed	37.5	62.5	
Retired	71.7	28.3	
Other	75.0	25.0	<.0001

Analysis of Chart 39

The model age group with 32.5% of the respondents was composed of persons between the ages of 40 and 59. The smallest age group with 14.6% of the respondents was composed of persons older than 59. The other two groups contained slightly more than one-fourth of the respondents.

Age distribution was consistent for respondents in categorical breakdown by race (the percentage of Indians and Orientals were too small to make generalizations). In addition, age distribution was consistent by geographical location.

Classification of the age of respondents by sex showed that in the group of persons at least 60 years old, more males (18.5%) than females (10.9%) responded to the questionnaire. Sex distribution in the other age groups was about the same.

Classification of age by level of education revealed that the group with no more than eight years of education contained more older respondents (48.4%) than any other group.

Classification of age by income showed that the group with incomes of less than $5,000 was composed largely of younger and older people. The group with greater incomes had more middle aged persons and fewer young and old persons.

Classification of age by occupation reflected the attributess of the profession. For example, 92.3% of the students were less than 25 years old and 83.3% of the retired persons were at least 60.

CHART 39

CROSS TABULATIONS OF QUESTION #39

"HOW OLD WERE YOU ON YOUR LAST BIRTHDAY?"

1. 24 or under 25.9%
2. 25-39 27.0%
3. 40-59 32.5%
4. 60 years or older 14.6%

	24 or under (percent)	25-39 (percent)	40-59 (percent)	60 years or older (percent)	probability
OVERALL PERCENTAGES	25.9	27.0	32.5	14.6	
Sex					
Male	26.0	24.8	30.7	18.5	
Female	26.1	28.4	34.6	10.9	.0386
Income					
under $5,000	39.6	9.9	23.8	26.7	
$5,000-9,999	30.4	33.8	22.3	13.5	
$10,000-14,999	24.5	36.2	28.8	10.4	
$15,000 and above	17.8	25.3	46.9	10.0	<.0001
Race					
White	26.4	25.9	33.1	14.5	
Black	26.9	33.3	25.8	14.0	
Indian	0.0	21.4	57.1	21.4	
Oriental	0.0	100.0	0.0	0.0	.1791
Education					
0-8 years	8.1	11.3	32.3	48.4	
9-12 years	33.9	21.4	33.9	10.7	
H.S. or G.E.D.	35.2	27.0	28.9	8.8	
Some college	25.0	33.9	29.2	12.0	
B.S. or more	9.5	33.7	44.2	12.6	<.0001
Location					
under 2,500	27.0	28.3	25.7	19.1	
2,500-9,999	23.8	24.5	35.7	16.1	
10,000-49,999	31.6	23.6	30.5	14.4	
50,000 and above	21.4	30.1	37.2	11.2	.1274
Occupation					
Professional	12.8	36.9	42.6	7.8	
Managers	8.0	26.0	46.0	20.0	
Sales/clerk/service	27.8	35.6	30.0	6.7	
Crafts/operative	24.4	33.3	37.2	5.1	
Laborer/farmer	28.0	30.0	36.0	6.0	
Housewife	18.4	28.9	40.4	12.3	
Student	92.3	4.6	3.1	0.0	
Unemployed	62.5	16.7	20.8	0.0	
Retired	0.0	1.7	15.0	83.3	
Other	0.0	50.0	25.0	25.0	<.0001

Analysis of Chart 40

Economic well-being as measured by income level was related closely to all other measures except sex. Classification of income by sex revealed that essentially the same proportion of males and females had a given family income.

Classification of family income by race revealed that income distribution for Whites was at a higher level than for Blacks. At the lowest income level (less than $5,000) one in three of the respondents (34.8%) were Black whereas only one in nine (11.8%) were White. Conversely, at the highest income level, two in five (42.1%) were White whereas only one in 13 (7.9%) were Black.

Classification of family income by level of education revealed that as educational level increased, family income also increased.

Classification of family income by age showed the income distribution for the middle aged group (25-39 and 40-59) was generally higher than it was for the youngest (younger than 25) and oldest group (older than 59).

Classification of family income by geographical location showed that income distribution was highest among the groups living in the larger communities (population 10,000-49,999 and more than 49,999 persons).

Classification of family income by occupation showed that as a group, managers had the largest incomes whereas unemployed persons had the smallest.

CHART 40

CROSS TABULATIONS OF QUESTION #40

"APPROXIMATELY WHAT WAS THE TOTAL OR COMBINED INCOME LAST YEAR (BEFORE TAXES) OF YOURSELF AND ALL OTHER MEMBERS OF YOUR FAMILY WHO LIVE WITH YOU?"

1. less than $5,000 15.4%
2. $5,000-9,999 22.8%
3. $10,000-14,999 24.9%
4. $15,000 and above 36.9%

	less than $5,000 (percent)	$5,000-9,999 (percent)	$10,000-14,999 (percent)	$15,000 and above (percent)	probability
OVERALL PERCENTAGES	15.4	22.8	24.9	36.9	
Sex					
Male	16.4	23.0	22.3	38.4	
Female	14.7	22.2	27.3	35.7	.5206
Age					
under 25	23.8	26.8	23.8	25.6	
25-39	5.6	27.8	32.8	33.9	
40-59	11.1	15.2	21.7	52.1	
60 and over	30.7	22.7	19.3	27.3	< .0001
Race					
White	11.8	20.3	25.8	42.1	
Black	34.8	38.2	19.1	7.9	
Indian	38.5	15.4	30.8	15.4	
Oriental	0.0	100.0	0.0	0.0	< .0001
Education					
0-8 years	42.9	37.5	14.3	5.4	
9-12 years	26.1	24.8	23.6	25.5	
H.S. or G.E.D.	8.4	24.5	31.6	35.5	
Some college	10.2	19.4	24.7	45.7	
B.S. or more	2.1	13.8	23.4	60.6	< .0001
Location					
under 2,500	25.3	26.0	25.3	23.3	
2,500-9,999	20.9	23.9	28.4	26.9	
10,000-49,999	13.0	24.3	24.3	38.5	
50,000 and above	5.8	17.5	22.8	54.0	< .0001
Occupation					
Professional	3.6	18.7	29.5	48.2	
Managers	0.0	6.0	20.0	74.0	
Sales/clerk/service	10.1	29.2	24.7	36.0	
Crafts/operative	4.1	32.9	35.6	27.4	
Laborer/farmer	26.0	40.0	22.0	12.0	
Housewife	17.7	16.8	28.3	37.2	
Student	33.3	8.3	13.3	45.0	
Unemployed	43.5	30.4	17.4	8.7	
Retired	36.5	32.7	17.3	13.5	
Other	66.7	0.0	0.0	33.3	< .0001

Analysis of Chart 41

Most of the respondents were White (84.1%) with a small proportion of Blacks (13.7%), Indians (2.1%) and Orientals (0.1%). The distribution of races was about the same for sex, age, and geographical location.

Classification of race by level of education showed that proportionally more Whites than Blacks obtained a high school diploma or college education. However, the proportion of Whites (73.0%) who had no more than eight years of school was three times that of the Blacks (22.2%).

Classification of race by income showed that the largest proportion of respondents with family incomes of at least $15,000 were White (96.3%). A majority of the respondents with family incomes of less than $5,000 (64.4%) were also White; whereas 30.7% of the lowest income group was Black. However, the proportion of Blacks in the lowest income group was more than twice the proportion of Black respondents.

Classification of race by occupation showed that Whites were the majority race in every profession. For example, 96.0% of the managers were White, 4.0% were Black; 89.4% of the professionals were White, with 9.9% Black. However, in proportion to the number of White and Black respondents, there was a considerably larger proportion of Blacks in the unemployed group. Thirty-three percent (33.3%) of those who were unemployed were Black. Blacks constituted only 13.7% of the respondents.

CHART 41

CROSS TABULATIONS OF QUESTION #41

"WOULD YOU DESCRIBE YOUR ETHNIC BACKGROUND OR RACE AS:"

1.	White American, Caucasion	84.1%
2.	Black American, Negro	13.7%
3.	Native American, American Indian	2.1%
4.	Spanish Surnamed American, Chicano, Puerto Rican	0.1%
5.	Oriental American, Asian	0.1%
6.	Other (specify)	0.0%

	White American (percent)	Black American (percent)	Native American (percent)	Oriental American (percent)	Probability
OVERALL PERCENTAGES	84.1	13.7	2.1	0.1	
Sex					
Male	84.5	14.3	1.1	0.0	
Female	83.9	12.9	2.9	.3	.2939
Age					
under 25	85.8	14.2	0.0	0.0	
25-39	80.9	16.9	1.6	.5	
40-59	85.5	10.9	3.6	0.0	
60 and over	83.8	13.1	3.0	0.0	.1791
Income					
under $5,000	64.4	30.7	5.0	0.0	
$5,000-9,999	75.2	22.8	1.3	.7	
$10,000-14,999	87.1	10.4	2.5	0.0	
$15,000 and above	96.3	2.9	.8	0.0	<.0001
Education					
0-8 years	73.0	22.2	4.8	0.0	
9-12 years	74.4	20.8	4.8	0.0	
H.S. or G.E.D.	89.9	9.4	.6	0.0	
Some College	88.5	10.4	1.0	0.0	
B.S. or more	92.6	6.3	0.0	1.1	<.0001
Location					
under 2,500	85.6	12.4	2.0	0.0	
2,500-9,999	77.6	19.6	2.8	0.0	
10,000-49,999	85.1	12.6	2.3	0.0	
50,000 and above	88.8	9.2	1.5	.5	.2553
Occupation					
Professional	89.4	9.9	0.0	.7	
Managers	96.0	4.0	0.0	0.0	
Sales/clerk/service	73.3	21.1	5.6	0.0	
Crafts/operative	87.2	11.5	1.3	0.0	
Laborer/farmer	80.4	19.6	0.0	0.0	
Housewife	88.6	9.6	1.8	0.0	
Student	86.2	12.3	1.5	0.0	
Unemployed	58.3	33.3	8.3	0.0	
Retired	76.7	18.3	5.0	0.0	
Other	100.0	0.0	0.0	0.0	.0100

Analysis of Chart 42

The amount of education of respondents was highly related to all measured meaningful classifications. Slightly over half (57.6%) of the respondents had not gone to college.

Classification of level of education by sex showed that more females (26.7%) than males (20.1%) completed a high school education whereas more males (29.4%) than females (27.3%) attended college.

Classification of the level of education by race revealed that more Blacks (15.6%) than Whites (8.0%) had no more than an eighth grade education. A greater proportion of Blacks than Whites was apparent in all educational categories below the college level. Conversely, more Whites (29.7%) than Blacks (22.2%) attended college and more Whites (15.4%) than Blacks (6.7%) received at least a bachelor's degree.

Classification of the amount of education by income showed that smaller incomes were highly related to less education. Conversely, larger incomes were highly related to a higher level of education.

Classification of the amount of education by age showed that the oldest group (older than 59) had the highest proportion of respondents (20.9%) with no more than an eighth grade education. The group with respondents between ages 25 and 39

had the largest proportion of respondents (53.0%) who attended college or received a bachelor's degree.

Classification of amount of education by geographical location showed that a large proportion (63.3%) of those living in localities with a population of more than 49,999 persons had attended college or received a bachelor's degree. On the other hand, one half (or 50.0%) of the respondents living in rural areas (population less than 2,500 persons) had not graduated from high school.

Classification of amount of education by occupation showed that professionals as a group had the largest proportion (48.9%) of respondents with at least a bachelor's degree. Retired persons as a group had the largest proportion (42.4%) of persons with no more than an eighth grade education. Laborers/farmers as a group had the second largest proportion (25.5%) of persons with no more than an eighth grade education.

Factors related to measures of success such as income and occupation were also related to the amount of education received by respondents.

CHART 42

CROSS TABULATIONS OF QUESTION #42

"WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?"

1. 0-8 years 9.3%
2. 9-12 years 24.8%
3. high school graduate or G.E.D. 23.5%
4. some college 28.4%
5. bachelors degree or more 14.0%

	0-8 years (percent)	9-12 years (percent)	H.S. grad or G.E.D. (percent)	some college (percent)	bachelors or more (percent)	probability
OVERALL PERCENTAGES	9.3	24.8	23.5	28.4	14.0	
Sex						
Male	12.6	22.8	20.1	29.4	15.0	
Female	6.2	26.7	26.7	27.3	13.2	.0153
Age						
under 25	2.9	32.6	32.0	27.4	5.1	
25-39	3.8	19.7	23.5	35.5	17.5	
40-59	9.0	25.8	20.8	25.3	19.0	
60 and over	30.9	18.6	14.4	23.7	12.4	<.0001
Income						
under $5,000	24.0	42.0	13.0	19.0	2.0	
$5,000-9,999	14.2	27.0	25.7	24.3	8.8	
$10,000-14,999	4.9	23.3	30.1	28.2	13.5	
$15,000 and above	1.2	17.0	22.8	35.3	23.7	<.0001
Race						
White	8.0	21.9	25.0	29.7	15.4	
Black	15.6	38.9	16.7	22.2	6.7	
Indian	21.4	57.1	7.1	14.3	0.0	
Oriental	0.0	0.0	0.0	0.0	100.0	<.0001
Location						
under 2,500	16.4	33.6	23.0	19.7	7.2	
2,500-9,999	13.5	27.7	25.5	21.3	12.1	
10,000-49,999	5.2	28.7	24.7	29.3	12.1	
50,000 and above	4.1	11.2	21.4	40.3	23.0	<.0001
Occupation						
Professional	1.4	5.0	9.2	35.5	48.9	
Managers	0.0	10.0	28.0	52.0	10.0	
Sales/clerk/service	5.6	28.1	32.6	30.3	3.4	
Crafts/operative	7.7	35.9	38.5	17.9	0.0	
Laborer/farmer	25.5	37.3	29.4	3.9	3.9	
Housewife	7.9	31.6	29.8	24.6	6.1	
Student	1.5	32.3	21.5	43.1	1.5	
Unemployed	0.0	52.5	26.1	17.4	4.3	
Retired	42.4	16.9	6.8	22.0	11.9	
Other	25.0	75.0	0.0	0.0	0.0	<.0001

Analysis of Chart 43

Respondents were fairly evenly distributed among the four categories based upon the population of a given area. However, slightly more respondents (29.4%) lived in cities with a population of at least 50,000 persons than in any other locality. The distribution of respondents in specific localities was seeminly unrelated to race, sex, or age.

Classification of locations by level of education showed that rural localities had the largest proportion (41.0%) of respondents with less than a ninth grade education. The areas with the greatest population had the largest proportion (47.9%) of respondents with at least a bachelor's degree.

Classification of localities by income showed that the largest proportion of respondents (38.4%) with family incomes of less than $5,000 lived in areas with a population of less than 2,500 persons. The largest proportion of respondents (42.9%) with family incomes of at least $15,000 lived in areas with a population of at least 50,000 persons.

Classification of location by occupation showed that there were proportionally more laborers/farmer (52.9%) living in rural areas and proportionally more professionals (46.0%) and managers (45.8%) living in localities with at least 50,000 persons.

CHART 43

CROSS TABULATIONS OF QUESTION #43

"PLEASE CIRCLE THE POPULATION SIZE OF THE TOWN OR AREA YOU LIVE IN."

1. less than 2,500 people or rural area 23.0%
2. 2,500-9,999 people 21.5%
3. 10,000-49,999 26.1%
4. 50,000 people or more 29.4%

	under 2,500 (percent)	2,500 9,999 (percent)	10,000- 49,999 (percent)	50,000 or more (percent)	probability
OVERALL PERCENTAGES	23.0	21.5	26.1	29.4	
Sex					
Male	22.1	20.9	25.5	31.5	
Female	23.7	22.2	26.9	27.2	.6913
Age					
under 25	23.8	19.8	32.0	24.4	
25-39	24.2	19.7	23.0	33.1	
40-59	18.1	23.6	24.5	33.8	
60 and over	29.3	23.2	25.3	22.2	.1274
Income					
under $5,000	38.4	28.3	22.2	11.1	
$5,000-9,999	26.9	22.1	28.3	22.8	
$10,000-14,999	23.7	23.7	25.6	26.9	
$15,000 and above	14.7	15.1	27.3	42.9	<.0001
Race					
White	23.2	19.7	26.2	30.9	
Black	21.8	32.2	25.3	20.7	
Indian	21.4	28.6	28.6	21.4	
Oriental	0.0	0.0	0.0	100.0	.2553
Education					
0-8 years	41.0	31.1	14.8	13.1	
9-12 years	31.5	24.1	30.9	13.6	
H.S. or G.E.D.	22.4	23.1	27.6	26.9	
Some college	15.8	15.8	26.8	41.6	
B.S. or more	11.7	18.1	22.3	47.9	<.0001
Occupation					
Professional	13.7	18.7	21.6	46.0	
Managers	6.3	14.6	33.3	45.8	
Sales/clerk/service	18.4	19.5	34.5	27.6	
Crafts/operative	25.0	21.1	26.3	27.6	
Laborer/farmer	52.9	21.6	15.7	9.8	
Housewife	29.2	21.2	24.8	24.8	
Student	17.2	21.9	32.8	28.1	
Unemployed	18.2	40.9	27.3	13.6	
Retired	31.7	28.3	21.7	18.3	
Other	0.0	33.3	66.7	0.0	<.0001

Analysis of Chart 44

There was no consistency noted in the cross tabulations of occupations by any of the other demographic variables (i.e., sex, age, race, income, level of education, and geographical location). Each occupation was unlike any other occupation in terms of the characteristics of the respondents; therefore, no specific conclusions could be formulated.

CHART 44
CROSS TABULATIONS OF QUESTION #44
"WHAT IS YOUR PRIMARY OCCUPATION OR JOB?"

1.	professional, technical or similar worker	20.8%
2.	manager or administrator (non-farm)	7.4%
3.	sales/clerk/service	13.3%
4.	craftsman/operative	11.6%
5.	laborer/farmer	7.5%
6.	housewife	16.8%
7.	student (fulltime)	9.6%
8.	unemployed	3.5%
9.	retired	8.9%
10.	other	.6%

	professional (percent)	manager (percent)	sales/clerk service (percent)	craftsman/ operative (percent)	laborer/ farmer (percent)	housewife (percent)	student (percent)	unemployed (percent)	retired (percent)	other (percent)	proba-bility
OVERALL PERCENTAGES	20.8	7.4	13.3	11.6	7.5	16.8	9.6	3.5	8.9	.6%	
Sex											
Male	22.8	12.0	8.4	18.9	10.5	0.0	11.1	2.7	12.9	.9	
Female	19.1	2.9	17.9	4.4	4.7	33.1	8.2	4.4	5.0	.3	<.0001
Age											
under 25	10.2	2.3	14.2	10.8	8.0	11.9	34.1	8.5	0.0	0.0	
25-39	28.7	7.2	17.7	14.4	8.3	18.2	1.7	2.2	.6	1.1	
40-59	27.3	10.5	12.3	13.2	8.2	20.9	.9	2.3	4.1	.5	
60 and over	11.1	10.1	6.1	4.0	3.0	14.1	0.0	0.0	50.5	1.0	<.0001
Income											
under $5,000	5.0	0.0	8.9	3.0	12.9	19.8	19.8	9.9	18.8	2.0	
$5,000-9,999	17.7	2.0	17.7	16.3	13.6	12.9	3.4	4.8	11.6	0.0	
$10,000-14,999	25.2	6.1	13.5	16.0	6.7	19.6	4.9	2.5	5.5	0.0	
$15,000 & above	27.8	15.4	13.3	8.3	2.5	17.4	11.2	.8	2.9	.4	<.0001
Race											
White	22.1	8.4	11.6	11.9	7.2	17.7	9.8	2.5	8.1	.7	
Black	15.2	2.2	20.7	9.8	10.9	12.0	8.7	8.7	12.0	0.0	
Indian	0.0	0.0	35.7	7.1	0.0	14.3	7.1	14.3	21.4	0.0	
Oriental	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.0100
Education											
0-8 years	3.2	0.0	8.1	9.7	21.0	14.5	1.6	0.0	40.3	1.6	
9-12 years	4.2	3.0	15.1	16.9	11.4	21.7	12.7	7.2	6.0	1.8	
H.S. or G.E.D.	8.2	8.8	18.2	18.9	9.4	21.4	8.8	3.8	2.5	0.0	
Some college	26.0	13.5	14.1	7.3	1.0	14.6	14.6	2.1	6.8	0.0	
B.S. or more	72.6	5.3	3.2	0.0	2.1	7.4	1.1	1.1	7.4	0.0	<.0001
Location											
under 2,500	12.6	2.0	10.6	12.6	17.9	21.9	7.3	2.6	12.6	0.0	
2,500-9,999	18.3	4.9	12.0	11.3	7.7	16.9	9.9	6.3	12.0	.7	
10,000-49,999	17.2	9.2	17.2	11.5	4.6	16.1	12.1	3.4	7.5	1.1	
50,000 & above	32.7	11.2	12.2	10.7	2.6	14.3	9.2	1.5	5.6	0.0	<.0001

Chapter IV

SUMMARY OF RESULTS AND COMMENTARY

Introduction

This chapter will present a summary of some significant results of this survey together with the author's commentary. It may be helpful to the reader at times to refer to the charts in Chapter III.

One point needs clarification. Because of the small number of respondents who designated their race as Indian (14 respondents) or Oriental (one respondent), percent differences between their responses and those for Whites or Blacks are not considered in this summary. The two groups represent only fifteen of the 680 respondents, or about 2.2%. For this reason, despite seemingly significant differences, no mention is made of them in this section.

Summary of Results

There was widespread belief among Alabama citizens that a college education is important for them, greatly needed by their children, and necessary to the earning of a decent salary. This support for the importance of education was general and throughout all categories with differences only in degree of support. Greatest support was expressed by the

middle-aged people. Slightly less but still considerable support was expressed by the older age group, lower income groups, and those least educated.

In almost all categories, Blacks were more in favor of higher education that were Whites. Therefore, the differences that may have occurred because of an underrepresentation of Blacks would likely result in an understatement of support for postsecondary education.

Most citizens believed federal tax dollars should be spent to support public colleges and universities in Alabama. This support was consistent for all respondents regardless of race, sex, and geographical location in the State. The strongest levels of support were exhibited by the middle aged group, the middle income group, and those with a high school diploma or college education. Least (but still considerable) support came from the retired or older citizens and the less educated group.

There was general support across all classifications of respondents for cost-of-living pay raises for college teachers. Most support came from younger and middle aged respondents, upper income groups, and the more educated groups. Least (but still considerable) support came from the older respondents, lower income groups, and the less educated.

There was widespread support for freedom of expression for college teachers. Greatest support came from those with some college education, the younger group, and Blacks. Least (but still considerable) support came from the least and most educated groups, older people, and Whites.

There was considerable support for college and universities offering non-credit courses as a service. Greatest support came from females, the upper middle income group, Blacks, the less educated, and the rural group. Least (but still considerable) support came from the oldest group, males, the upper income group, Whites, and those with the most education.

The citizens were about evenly divided on whether or not one can find a way to attend college if s/he really wants to go. Affirmative responses came largely from the two upper age groups, the highest income group, Whites, and the more educated people. Those who believed it was difficult to find a way to attend college included the young, the low income group, those with a high school diploma or equivalent, and Blacks. The greatest difference in opinion was noted between Blacks and Whites.

Alabama colleges and universities are believed by most respondents to be doing a satisfactory to excellent job. Support for this belief was general and spread across all classifications with only the least educated supporting the

idea to a slightly lesser extent than the more educated groups.

Of the 60 percent of Alabamians who expressed an opinion, the majority were opposed to using public tax money to support private colleges in Alabama. Strongest support for the idea came from the groups with the least income and least amount of education. Greatest opposition was expressed by males and those with at least a college degree.

Three out of five Alabamians favored earmarking revenue received from certain taxes for education only. Of the 60 percent who favored the idea, support was consistent by all categories except in classification by sex and age where more females than males were in support of earmarking certain tax revenues for education. The two age groups under 40 favored the idea slightly more than did those over age 40. Only slightly over ten percent of the survey group opposed the idea.

People of the state of Alabama are of the opinion that colleges and universities are doing a good job of educating their students. This belief was general and across all categories except age and education. Greatest support came from all but the oldest age group and those with the least education. Least support (but still near half of those who had an opinion) came from the oldest age group.

Alabamians are overwhelmingly opposed to the idea of the Governor or legislature using earmarked education money for other purposes. Greatest opposition to this idea was expressed by females and the younger group. No real support for the idea was found anywhere as opposition was uniform throughout all categories except sex and age and differences noted there were only a matter of degree.

There was a good deal of support among the citizens of Alabama for spending state and federal tax money to help educate students. Nearly one in five Alabama citizens, however, either indicated a need for more information on the topic to form an opinion or expressed no opinion. Support for this idea was greatest among the Blacks, low income groups, younger groups, those with a high school diploma or equivalent, and current full-time students. Least (but still substantial) support came from Whites, the highest income group, the oldest age group, and those with the most education.

Alabama citizens were for the most part against the idea that teachers should join unions and have the right to strike. However, one in four persons expressed no opinion or needed more information. Greatest opposition to this

idea was expressed by females, Whites, the more educated groups, the highest income group, the oldest group, and managers. Support for the idea was found in the majority of those who had an opinion only among blacks.

Alabama citizens felt there should be some limitations on the numbers of students admitted to colleges and universities. However, one in four had no opinion or needed more information. Support for limiting enrollment was greatest among Whites, the highly educated, and upper income groups. Least support (but still considerable) came from Blacks, the least educated, and lower income groups.

Alabama citizens were only slightly in favor of adults over 65 years of age attending college classes free of charge. (Still, one in five had no opinion or needed more information.) Greatest support for the idea came from females, Blacks, those with some college, and younger groups. Least support was exhibited by males, the older middle-aged, and upper income group.

There was uniformly high agreement that advanced high school students should be permitted to take college courses for credit. The younger age group was more in favor of this idea than the older group who also favored the concept, but to a lesser extent.

People of the state of Alabama overwhelmingly favored priority funding for education. However, three in ten either had no opinion or were uncertain. Support for this idea was found in all categories, varying only in degree. Greatest support came from Whites, the highly educated, the group with the highest income, and young and middle-aged citizens. No opposition was exhibited by any group, but there was less support for priority funding by the oldest group, the least educated group, and lower income groups.

Alabamians receive news about colleges and universities most frequently from newspapers and television. In general, as income, level of education, and population in a geographical location increased, citizens received more information about Alabama colleges and universities from newspapers and less from television. However, as age increased, so did the frequency of information received from television.

More than three out of four surveyed indicated a preference for attending college within Alabama rather than out of state. There was an overwhelming preference for attending an Alabama college by all categories and groups. Strongest support for in-state colleges was in the lowest income group, those with nine to twelve years of education, and among the crafts/ operative occupational group. Least (but still substantial)

support for attending college in Alabama was from the highest income group, the most educated, and residents of the largest population centers.

Almost half of those surveyed believed Alabama has enough colleges and universities. Those citizens expressing this point of view most strongly were Whites, those under age 25, those with the highest educational level, and those with the highest income level. Citizens who thought Alabama needed additional colleges included the middle-aged group, those with the lowest income, and Blacks.

Even though one in five citizens had no opinion, almost three out of four citizens thought Alabama colleges and universities were as good or better than those in surrounding states. In addition, slightly over half of those surveyed believed Alabama colleges and universities were as good or better than those in all other states. These beliefs were fairly well supported by all categories except in the occupation group where the "unemployed" and "students" were either equally divided on the comparison or felt that Alabama postsecondary institutions were not as good. The group with the highest education felt that while Alabama colleges and universities were better than those in other southern states, they were not as good as those throughout the nation.

More than four out of five Alabamians believed that colleges and universities should play a fairly important or very important role in the economic growth and development of the State. Strong support was noted for this idea in all categories with consistent support observed in breakdowns by sex, age, race, geographical location, and occupation and varying only in degree of support in the remaining groups.

While two out of five respondents were not sure, eight percent believed the state legislature did not appropriate enough money for Alabama colleges and universities. Less than one out of four believed postsecondary schools received either enough money or too much money. The groups with the highest percentage of respondents who felt higher education did not receive enough money were the younger age group, lowest income group, Blacks, and those with less than a high school diploma. The groups that strongly felt higher education received enough or too much money included the following: the oldest age group, the highest income group, Whites, those in urban areas, and those with the highest level of education.

While almost half the respondents either expressed no opinion or were not sure, forty-five percent of the respondents felt Alabama colleges and universities used the

money they received in a fairly good way or the best way. Even though almost half the sample expressed no opinion or wanted more information, of those who expressed an opinion, less than eight percent felt colleges and universities in Alabama used their funds in a poor way.

Of the respondents who indicated a good use of monies by Alabama colleges and universities, strongest support came from males, those with the lowest and highest incomes, Whites, residents of rural areas, managers, laborer/farmer group, and those with the highest level of education. Those who felt funds were used in a poor way most frequently included the following groups: over 60; lowest income; students; and those with the highest level of education.

More than one out of three Alabamians indicated they would be willing to pay more taxes for education in order to improve the quality of Alabama colleges and universities. Another 25% of those surveyed inferred they would pay more taxes, but reluctantly. Less than one out of four said they would oppose paying more taxes for education.

There was widespread support in all categories and groups for paying additional taxes for education except in the age 60 and over group, those with less than eight years of formal education, those in a rural location, the laborer/farmer group, the unemployed and retired persons. However, in

combining the categories of willingness and reluctance to pay more taxes, all categories and groups indicated they would support additional taxes for postsecondary education in order to improve quality.

Alabamians overwhelmingly (about four out of five) indicated funding for postsecondary education should be at the same level or higher than last year. There was widespread support in all categories, with support varying only to a degree within all groups.

The majority of Alabamians in all categories were unsure or expressed no opinion when polled on their opinions about the salary college and university faculty and administrators are paid. Of those who expressed an opinion, however, most respondents believed the salaries of college teachers and administrators to be adequate at the present time. Of all questions asked in the survey, the two dealing with faculty and administrative salaries had the highest percentages of respondents indicating an undecided or not sure response.

About forty percent of those surveyed were unsure or had no opinion about the way colleges and universities are coordinated at the state level or about the amount of power or type of job the Alabama Commission on Higher Education is doing. The majority of respondents who had an opinion in

each category, however, indicated that they were satisfied with the way colleges and universities are coordinated at the state level; that they believe the Alabama Commission on Higher Education is doing a satisfactory job; and that the Alabama Commission on Higher Education should have power to make recommendations only. Most groups within categories shared the majority viewpoint of the approximately three out of five who expressed an opinion. Slightly less than twelve percent of the citizens believe Alabama colleges and universities are poorly coordinated at the state level of that the Alabama Commission on Higher Education is doing a poor job.

Most Alabamians (three out of four) believe a college education is easily available or available with some difficulty to adults over the age of 25. Generally, most citizens in all categories share this belief. Respondents in the following groups, however, felt a college education for those over age 25 was not easily available: those with the lowest income; those with the least education, and those employed in the crafts/operative occupations.

The widespread belief among the public is that Alabama colleges and universities should not only keep the programs they already have in vocational/technical education (over

one-third of the respondents expressed this view) but also should become more heavily involved in these programs (expressed by an additional fifty percent of the respondents). Strongest support for increased involvement came from the youngest age group, the lowest income group, Blacks, unemployed, those with a high school diploma or equivalent; and those living in small towns. Least support was noted in the oldest age group, the highest income group, the retired, and those with a college degree or more.

Commentary

This survey of how Alabama citizens feel about post-secondary education reveals some striking if not critical data for educators as well as those whose decisions and actions affect the field of education. Several general conclusions which have surfaced from the responses of Alabama citizens merit a brief commentary.

The majority of Alabamians expressed opinions on almost all questions. "No opinion" responses ranged from a low of 1.3% (less than two out of 100) to a high of 20.9% (one out of five). Generally "no opinion" response fluctuated at levels less than 10%. The overall response, therefore,

was such that the information obtained from this survey provides relevant data about public attitudes toward higher education.

Postsecondary education in Alabama received a substantial vote of confidence. Alabamians have a very favorable opinion of higher education in the state; many are enthusiastic about their colleges and universities. More than 83% think Alabama colleges and universities are doing a satisfactory, good, or excellent job. Almost 75% say they would prefer going to college in Alabama than going out of state. Seventy-five percent think the quality of higher education in Alabama is equal to or better than that in other southern states. More than 88% believe colleges in Alabama do a fair, good, or excellent job in educating students for a good job when they graduate.

The citizens of Alabama think higher education is important for themselves and their children. More than three out of four surveyed indicated that a college education is important for themselves; more than 92% noted that it is important for their children, and 86% believe a college degree is important in order to earn a decent salary.

Not only do Alabamians view higher education favorably in this state, but they are willing to pay for it. Almost 61% indicate they would pay more taxes in order to improve the quality of education in Alabama. Nearly four out of five (79.0%) favor funding postsecondary education at the same level or a higher level than last year. Three out of five Alabamians favor earmarking revenues received from certain taxes only for education, and almost 80% of the citizens of Alabama disapprove of the Governor or legislature using tax money collected for education for other purposes.

The public believes postsecondary education is an important asset to the State. More than 84% think colleges and universities should play an important role in the economic growth and development of Alabama. Sixty-nine percent believe it is important for colleges and universities to offer noncredit courses on a no-charge or small-cost basis as a service. Almost three out of four citizens think advanced high school students should be permitted to take college courses for credit before they graduate from high school. Almost half of the respondents believe Alabama colleges and universities should become more heavily involved in vocational/technical education.

Alabamians are generally supportive of their college and university faculties. Nearly eight out of ten affirm the belief that college teachers should be free to express their views regardless of public opinion. Eighty-three percent think it is important for faculty to receive yearly pay raises; only three percent think college faculty members are paid too much. More than 50% of the public think it is a bad idea for college teachers to join unions and have the right to strike.

While it is important to know those issues about which Alabamians have positive and negative opinions, it is also very enlightening to know those issues about which the public has not formulated an opinion. Over half are unsure or gave no opinion about the salary of college teachers and administrators. More than 45% are unsure about how well colleges and universities use the money they receive from the State. More than 40% of the public are either unsure or expressed no opinion about the way colleges and universities are coordinated at the state level or about the quality of the job performance of the Alabama Commission on Higher Education. Almost 40% were unsure whether private colleges should receive public tax money or not. The high percentages of unsure or no opinion responses in these and

other areas suggest that the public has not received adequate information in order to make a definite response.

Concluding Statements

The citizens of Alabama have expressed confidence and general support for postsecondary education in this State. It is encouraging to note this show of public support for higher education at a time when what the public sees or hears is a theme of pessimism and negativism about colleges and universities.

The question raised here becomes: Is this generally upbeat, optimistic, and affirmative attitude toward higher education particular to Alabama only, or does it exist in other states--even nationally?

The time has come for higher education to realistically assess its position within a dynamic society. Questions must be raised about colleges and universities; answers must be given; and new directions must be explored as a changing role of higher education responds to public need.

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OPINIONS AND ATTITUDES OF ALABAMA CITIZENS ON
POSTSECONDARY EDUCATION

DIRECTIONS: Circle the number in front of the answer you wish to choose. Please circle only one answer for each question. (Remember--for this questionnaire postsecondary or higher education means any education above high school, including vocational/technical institutes, junior colleges and four-year colleges and universities.)

1. How important do you think a college education is for yourself? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

2. How important do you think a college education is for your children? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

3. How important do you think a college degree is in order to earn a decent salary? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

4. How important do you think high school grades should be considered in allowing a person to go to college? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

5. How important do you think it is for the federal government to spend federal tax dollars on public colleges and universities in Alabama? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

6. How important do you think it is for college teachers to receive yearly cost-of-living pay raises? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

7. How important do you think it is for college teachers to be free to express their views whether you agree with them or not? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

8. How important do you think it is for colleges and universities to offer non-credit courses such as crafts, cooking, landscaping etc. on a no-charge or small-cost basis as a service? (Circle one)
   1. not important
   2. of little importance
   3. fairly important
   4. very important
   5. no opinion

9. Do you think most people in Alabama who want to go to college get to go? (Circle one)
   1. yes
   2. no
   3. not sure; need more information
   4. no opinion

10. In your opinion what kind of job in teaching, research and service do you think Alabama colleges and universities are doing? (Circle one)
    1. a poor job
    2. a satisfactory job
    3. a good job
    4. an excellent job
    5. no opinion

11. How well do you think Alabama colleges and universities educate their students for a good job when they graduate? (Circle one)
    1. poor
    2. fair
    3. good
    4. excellent
    5. no opinion

12. What is your opinion about using public tax money to support private colleges in Alabama? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

13. What is your opinion about using money collected from certain taxes only for education? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

14. What is your opinion about the Governor or legislature using tax money collected for education for other purposes? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

15. What is your opinion about spending tax money (state and federal) to help people with low incomes pay the cost of attending college? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

16. What is your opinion about college teachers joining unions and having the right to strike? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

17. What is your opinion about colleges and universities in Alabama limiting the number of students they admit? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

18. What is your opinion about allowing adults over the age of 65 to attend college classes free of charge? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

19. What do you think about advanced high school students being permitted to take college courses for credit before they finish high school? (Circle one)
    1. it is a good idea
    2. it is a bad idea
    3. not sure; need more information
    4. no opinion

20. What priority do you think higher education should have in funding by the state legislature? (Circle one)
    1. number 1 priority
    2. number 2 priority
    3. number 3 priority
    4. below number 3 priority
    5. not sure; need more information
    6. no opinion

21. What is your most frequent source of news about colleges and universities in Alabama? (Circle one)
    1. newspapers
    2. radio
    3. television
    4. friends or family
    5. my own experience
    6. church
    7. word-of-mouth
    8. where I work (employment)
    9. other_____
    (Please name)

22. If you could attend any college you wanted to, where would you go? (Circle one)
    1. to a college in Alabama
    2. to a college outside Alabama
    3. no opinion

23. What is your opinion about the number of all colleges and universities we have in Alabama? (Circle one)
    1. we don't have enough
    2. we have about the right number
    3. we have too many
    4. no opinion

24. What is your impression about the quality of education of Alabama colleges compared with those in other southern states? (Circle one)
    1. not as good as those in other southern states
    2. as good as those in other southern states
    3. better than those in other southern states
    4. no opinion

25. What is your impression about the quality of education of Alabama colleges compared with those in all other states? (Circle one)
    1. not as good as those in other states
    2. as good as those in other states
    3. better than those in other states
    4. no opinion

26. What is your opinion about the role colleges and universities (faculty, staff and students) should play in the economic growth and development of the state? (Circle one)
    1. they should play no role
    2. they should play a role of little importance
    3. they should play a fairly important role
    4. they should play a very important role
    5. no opinion

27. What is your opinion about the amount of money the state legislature gives to colleges and universities? (Circle one)
    1. it does not give colleges and universities enough money
    2. it gives colleges and universities about the right amount of money
    3. it gives colleges and universities too much money
    4. not sure; need more information
    5. no opinion

28. What is your impression about the way Alabama colleges and universities use the money they get from the state government? (Circle one)
    1. they use it in a poor way
    2. they use it in a fairly good way
    3. they use in in the best way
    4. not sure; need more information
    5. no opinion

29. If improvement in the quality of education of Alabama colleges and universities required more money would you: (Circle one)
    1. be willing to pay more taxes for education
    2. be reluctant to pay more taxes for education
    3. oppose paying more taxes for education
    4. no opinion

30. If no new taxes were passed by the state legislature, in your opinion how much money should colleges and universities receive this year? (Circle one)
    1. less money than last year
    2. about the same amount of money as last year
    3. more money than last year
    4. no opinion

31. What is your opinion about the salary college teachers are paid in Alabama? (Circle one)
    1. not paid enough
    2. paid about the right amount
    3. paid too much
    4. not sure; need more information
    5. no opinion

32. What is your opinion about the salary college administrators are paid in Alabama? (Circle one)
    1. not paid enough
    2. paid about the right amount
    3. paid too much
    4. not sure; need more information
    5. no opinion

33. What is your opinion about the way colleges and universities are coordinated at the state level? (Circle one)
    1. they seem to be poorly coordinated
    2. they seem to be coordinated in a satisfactory way
    3. they seem to be coordinated very well
    4. not sure; need more information
    5. no opinion

34. What is your opinion about the quality of the job the Alabama Commission on Higher Education does in planning for colleges and universities in this State? (Circle one)
    1. it is doing a poor job
    2. it is doing a satisfactory job
    3. it is doing a very good job
    4. not sure; need more information
    5. no opinion

35. How much power do you think the Alabama Commission on Higher Education should have in managing colleges and universities in this State?(Circle one)
    1. they should have power to make recommendations only
    2. they should have power to make recommendations and enforce them
    3. not sure; need more information
    4. no opinion

36. How available do you think a college education is to adults over the age of 25? (Circle one)
    1. not easily available
    2. available, but with some difficulty
    3. easily available
    4. not sure; need more information
    5. no opinion

37. Some Alabama colleges and universities are not currently heavily involved in vocational/technical education. Should they: (Circle one)
    1. become heavily involved in vocational/technical education
    2. keep about the same programs they already have
    3. become less involved in vocational/technical education
    4. drop all vocational/technical education
    5. no opinion

Please Answer the following questions about yourself by circling the number in front of the correct answer

38. What is your sex?
    1. male
    2. female

39. How old were you on your last birthday?
    1. 24 or under
    2. 25-39
    3. 40-59
    4. 60 years or older

40. Approximately what was the total or combined income last year (before taxes) of yourself and all other members of your family who live with you?
    1. less than $5,000
    2. $5,000 - $9,999
    3. $10,000 - $14,999
    4. $15,000 and above

41. Would you describe your ethnic background or race as:
    1. White American, Caucasion
    2. Black American, Negro
    3. Native American, American Indian
    4. Spanish Surnamed American, Chicano, Puerto Rican
    5. Oriental American, Asian
    6. Other (specify)_____

42. What is your highest level of education?
    1. 0 - 8 years
    2. 9 - 12 years
    3. high school graduate or G.E.D.
    4. some college
    5. bachelors degree or more

43. Please circle the population size of the town or area you live in.
    1. less than 2,500 people or rural area
    2. 2,500 - 9,999 people
    3. 10,000 - 49,999 people
    4. 50,000 people or more

44. What is your primary occupation or job? (Circle one)
    01. professional, technical or similar worker
    02. manager or administrator (non-farm)
    03. sales worker
    04. clerical or similar worker
    05. craftsman or similar worker
    06. operative or similar worker
    07. laborer (non-farm)
    08. farmer or farm manager
    09. farm laborer or farm foreman
    10. service worker, including private household worker
    11. housewife
    12. student (full-time)
    13. unemployed
    14. retired

APPENDIX B: Advance Notification Card

Dear Alabama Citizen:

You have been randomly selected as one in only 1200 people among Alabama's 3½ million citizens to answer some questions about your opinions and attitudes on postsecondary or higher education (that is, any education above high school). In the next few days you will receive a questionnaire that will take only a few minutes to complete. We hope you will take this opportunity to get involved and express your opinions and attitudes by participating in the survey.

Sincerely,

Thomas G. Owings, Chief Researcher

APPENDIX C: Cover Letter

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA

INSTITUTE OF HIGHER EDUCATION
RESEARCH AND SERVICES

BOX 6293
UNIVERSITY, ALABAMA 35486
(205) 348-7770

May 31, 1976

Dear Alabama Citizen:

You have been randomly selected as one in only 1200 people among Alabama's 3,500,000 citizens to determine the opinions and attitudes of Alabamians about postsecondary or higher education (that is, any education above high school). The findings of this survey will be presented to the members of the Alabama Legislature and other citizens to assist them in their deliberations concerning the allocation of your tax dollars. Thus we hope you will take this opportunity to express your opinions.

The names of the participants in this survey will be kept completely confidential; therefore, there is no reference to you, the participant. Each question should be answered with only one choice by circling the number in front of the answer you choose. Please answer every question, and when you have finished mail the questionnaire back in the stamped envelope addressed to us just as soon as possible.

Thank you for your cooperation.

Sincerely,

Thomas G. Owings

Thomas G. Owings
Chief Researcher

APPENDIX D: Follow-Up Cover Letter

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA

INSTITUTE OF HIGHER EDUCATION
RESEARCH AND SERVICES

BOX 6293
UNIVERSITY, ALABAMA 35486
(205) 348-7770

June 14, 1976

Dear Alabama Citizen:

About two weeks ago we mailed a questionnaire to you concerning your opinions about and attitudes toward postsecondary or higher education (that is, any education above high school). Since you are <u>one</u> in only 1200 people among 3½ million Alabama citizens, your answers are <u>very important</u> in determining what the Alabamians <u>you represent</u> think about higher education. The findings of this survey will be presented to the members of the Alabama Legislature and other citizens who decide how <u>your</u> tax dollars are spent. Therefore, we hope you will not miss the opportunity to express your point-of-view and be a part of this survey.

We are enclosing another copy of the questionnaire in case you did not receive the first copy or have misplaced it. Each question should be answered with only one choice by circling the number in front of the answer you choose. Please answer every question, and when you have finished mail the questionnaire back in the stamped envelope addressed to us just as soon as possible.

If you have not already responded please take a few minutes and answer the questionnaire and become a part of the survey group. If you have already mailed your questionnaire back to us, it is not necessary to return this one.

Thank you for your cooperation and interest.

Sincerely,

Thomas G. Owings

Thomas G. Owings
Chief Researcher

APPENDIX E:

CALCULATIONS TO ADJUST FOR UNDERREPRESENTATION OF BLACKS IN SAMPLE

Procedure: The number of additional Blacks needed in the survey to increase the percentage by ten points is computed by:

$$\frac{93+y}{680+y} = .137 + .100,$$

where y is the additional Blacks needed to increase percentage by ten points and numbers given are current survey values (93 Blacks in 680 respondents).

gives

$y = 89$

with the new totals and percentages being

	Old Total	Old Percent		New Total	New Percent
White	572	84.1%	White	572	74.4%
Black	93	13.7%	Black	182	23.7%
Other	15	2.2%	Other	15	1.9%
Total	680		Total	769	

Effect: The effect of increasing the sample proportion of Blacks by ten percent (10%) depends on whether or not answers are consistent or inconsistent by Race.

a. If answers are consistent by Race, no effect on the answers and analyses are perceived.

b. If answers are inconsistent by Race, new proportions need to be computed to determine the effect of adding more Blacks to the sample. From Question 16 (see Appendix A and also Chart 16, Page 70) the following overall figures are given for the four categories:

Overall Response (Percentages)

(1) 19.6% (2) 54.3% (3) 15.9% (4) 10.2%

Whites

(1) 17.1% (2) 59.8% (3) 14.2% (4) 8.9%

Blacks

(1) 33.7% (2) 25.0% (3) 26.1% (4) 15.2%

Others

(1) 26.7% (2) 26.7% (3) 20.0% (4) 15.2%

The weights used to compute the overall response percentages above are the sample proportions by race as follows for (1): 19.6% = 17.1% x .841 + 33.7% x .137 + 26.7% x .022

and the new weights for an additional ten percent Blacks give:

21.4% = 17.1% x .744 + 33.7% x .237 + 26.7% x .019.

Hence, the ten percent increase in Blacks in the sample caused a small increase (21.4% - 19.6% = 1.8%) in (1) of the Overall Response percentage for (1) in question 16. Other values can be similarly computed.

In general, if the results are consistent by the factor examined, there is no perceived effect of the underrepresentation of any group within that factor. If the results are inconsistent by this factor, the overall results would change in the direction of the underrepresented group. As can be seen from the above illustration, this change is small and should not affect the general inferences of the study. The net effect is to overstate some cases slightly and to understate other cases slightly.

ALABAMA CITIZENS ON POSTSECONDARY EDUCATION: SURVEY '76

ABSTRACT

by Thomas G. Owings
Institute of Higher Education Research and Services
The University of Alabama

Alabama Citizens on Postsecondary Education: Survey '76 reports the findings of a public opinion poll conducted by The University of Alabama Institute of Higher Education Research and Services during the Summer of 1976. From a scientifically selected random sample of 1251 individuals, age 16 and over, 680 persons responded to and returned a 44 item questionnaire about various aspects of postsecondary education in Alabama. The extremely high response rate (54.4%) yielded a probable error of less than 4% at the 95% confidence level.

Chapter I briefly discusses previous national and regional surveys designed to determine public attitude toward postsecondary education. Chapter II describes the methodology employed in the selection of the random sample of respondents as well as the system used in the formulation, distribution, and analysis of the questionnaire. Chapter III analyzes the responses to each question by the race, sex, level of education, age, income, and geographical location of the respondents. Chapter IV summarizes the salient aspects of Alabama opinion which emerged from the analysis in Chapter III.

The study finds Alabamians to be very positive about the quality of education in Alabama's postsecondary institutions. Although

many expressed a limited knowledge about specific aspects of higher education, their responses indicated that they view it as a valuable asset to the State; they feel it is important for themselves and their children; and they believe postsecondary education should be one of the top funding priorities of the legislature. The general opinion of Alabamians about postsecondary education is one of enthusiasm, support and optimism, and they expressed great confidence in the job postsecondary institutions are doing.